

Practical English

MAY 24, 1948 • A SCHOLASTIC MAGAZINE



CHARLES GERN

COVER STORY, p. 3

TAKING A TRIP, p. 5

How do you get to be great?



By doing what great men did when they were your age!

Simple? Well, not always. Chopping down cherry trees or throwing rocks across the Rappahannock wouldn't make you into a second George Washington. Riding herd on a cattle ranch would not alone give you the fame and fortune of dashing Teddy Roosevelt.

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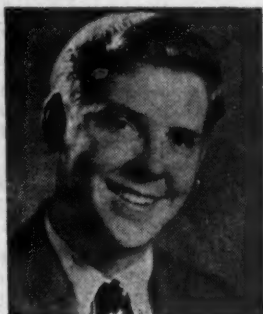
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ON THE SIDE

OUR FRONT COVER lass believes in-advertising ("Boy Wanted") but she seems to be meeting some "sales resistance."

The candid camera-like scene is really a reproduction of an oil painting which won the George H. Clapp Award (\$50 for the best portrayal of school life) in the 1948 Scholastic Art Awards.

The artist is Charles Gehm, 18, a senior at Alliance (Ohio) High School and also winner of a one-year scholarship to the Columbus (Ohio) Art School. Charles' art teacher, Miss Elsie Sanders, says that his name is very appropriate because he's really a gem! (Take a look at that smile on his face—and you'll probably agree!)



Where did Charles get the inspiration for his painting? From real life—right at Alliance High. He was sauntering down the hall one day when he noticed a girl's locker with the sign "Boy Wanted" on it. The idea stuck in Charles' mind and he decided to use it in a picture. He sketched and re-sketched people that he knew until he arrived at the picture he wanted; then he painted it.

Charles' ambition is to become a commercial illustrator. Norman Rockwell's famous covers for the *Saturday Evening Post* have been a great influence in the development of this ambition.

"The situations I like to portray are from everyday life," Charles tells us. "I believe that a person likes to look at a picture which makes him want to take part in the situation—or makes him thankful he isn't in such a predicament!"

In addition to art, Charles has studied piano for 10 years and has appeared in school variety shows.

"Walking, mainly alone and at night, is my favorite pastime," he says. "It gives me a chance to think things out and to create fresh inspiration for the next day's tasks."

At present, Charles is completing a mural for the Alliance High School auditorium.

"High School Is the Place to Discover Yourself"

Says M. R. Robinson

President and Publisher of *Scholastic Magazines*

THIS ISSUE announces the winners of the 1948 Scholastic Art and Writing Awards. More than 100,000 junior and senior high school students from every state and from Alaska, Hawaii, and Canada submitted short stories, essays, poems, paintings, etc., in 55 classifications. The winners will receive \$10,000 in cash prizes and 76 scholarships to art schools, colleges, and universities.



How did Scholastic Awards start? We decided that the best person to answer that question is the man who started the Awards and who also founded *Scholastic Magazines*—our president and publisher, Maurice R. Robinson.

"The idea goes back to 1920 when a friend and I started publishing *The Western Pennsylvania Scholastic*, a weekly newspaper for 45 high schools in the vicinity of Pittsburgh," said Mr. Robinson—"Robbie" to the staff. "It seemed unfair to me that the high school athletes won all the honors and assembly awards. The students who wrote good stories, poetry, and essays—and who could draw or paint or carve wood—received no prizes. I decided to see if I could give them a break. High school is the place to discover yourself, your abilities and interests."

"The second issue of *The Western Pennsylvania Scholastic* announced a short story contest. Two years later, when the paper had become a national magazine, we invited students to submit entries for a 'student-written' issue and, later, to submit designs for the cover. The response was overwhelming! From this beginning Scholastic Awards has grown into a nationwide competition, open only to high school students, conducted by *Scholastic Magazines* and public-spirited sponsors."

During his high school days when he edited the school magazine, the Wilkesburg (Pa.) *High School Review*, and hung around the neighborhood print shop, "Robbie" had an idea that he might become a publisher. After graduating from Dartmouth College, he became a publicity writer for the Pittsburgh Chamber of Commerce. In those days few high schools had newspapers, so "Robbie" decided to publish *The Western Pennsylvania Scholastic*. The total investment was a second-hand typewriter, a post office box, and desk space in an office. For the first 8 months of publication, "Robbie" kept his Chamber of Commerce job, working on the paper nights and weekends. Later he took publicity and writing jobs on the side to finance the paper.

"It was pretty hectic," Mr. Robinson smiled, "but I kept it up for two years. By then I'd decided that there was a place for a national high school magazine—a classroom magazine which would help high school students prepare for, and keep up-to-date with, the world they live in."

With the aid of a partner, C. H. McCracken (now vice-president and advertising director), "Robbie" established a national magazine which has now become five magazines (*Senior Scholastic*, *Junior Scholastic*, *World Week*, *Practical English*, and *Scholastic Coach*) with Scholastic Art and Writing Awards as a major project.

★ ★



Say What You Please!

This letters column, a regular feature in all editions of *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editor, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y. — The Editors.

Dear Editor:

In your "Jam Session" on what a high-school student can do to promote democracy in his own community (Mar. 22), there was no mention of the home. The home is where the fundamentals of helping the community are formed. If a child is not properly taught at home about civic affairs, how can he be expected to accept some of the responsibility for improving his community?

Rosemary Dolan

Bishop Muldoon H.S., Rockford, Ill.

Many of the letters Gay Head received in answer to the "Jam Session" question mentioned above did comment on the home as the foundation of democracy. However, most of them did not say specifically what a student could do in his home to promote democracy, so they did not really answer the question. — Ed.

Dear Editor:

We enjoy your magazine very much. But don't you think it would be good to have a little more about music? You have a sports feature almost every issue. There are just as many kids who are interested in music as in sports.

A.I.M., C.W.L., and E.M.R.
Glasgow (Mont.) H.S.

Dear Editor:

I especially like "Boy dates Girl." It gives me and my friends answers to puzzling questions about dates and helps us to understand boys and their often queer behavior toward girls.

Jennie Martha Johnson

Hooper City H.S., Sayreton, Ala.

Dear Editor:

You recently explained our present system of electing the President (*Senior Scholastic* and *World Week*).

I believe this is a poor way for a democratic country to choose its President and have yet to hear a good reason for its existence. The President should be elected by popular vote only. The Electoral College may have been nec-

essary in days of slow communication, but it looks to me like a political racket now. I believe its worthlessness should be brought before the public eye, and action should be taken to abandon it as soon as possible.

Charles W. Stice
Lakeport, Calif.

Dear Editor:

On your March 22 cover (*Senior Scholastic*—Combined Edition), you had a picture of Valeria Johnson, the Pie Queen of 1948. You didn't give our Margie that honor last year. Many of my classmates feel this was unfair.

Mary Critchett

Local First-Prize Pie Winner of '48
Shelby (Mich.) H.S.

We plead "not guilty" to the charge of playing favorites among pie queens. We just never happened to receive a picture of Margie. — Ed.

Dear Editor:

I thought "Off the Track" (*Practical English* and *World Week*, May 5) was a very good story about team spirit. Most of the letters in "Say What You Please" seem to be written by high school students. I'm only in the seventh grade, but I'd like your readers to know that younger students also recognize the quality of your magazine.

Betty Armstrong

Washington Grade School
Downers Grove, Ill.

Dear Editor:

I read Lee Kok Liang's letter in "Say What You Please" (Apr. 12) and think it would be very interesting to write to him. Why not have a regular "Pen Pals" column where we could get addresses of foreign students?

Ann Magon

Richford (Vt.) H. S.

FREEDOM TRAIN

The Freedom Train, with its cargo of historic documents of American history, continues its travel through the country, heading eastward during the summer months. Here is the train's schedule for the next month:

Colorado — Denver, May 22-23; Colorado Springs, May 24; Pueblo, May 25; Trinidad, May 26.

Amarillo, Texas — May 27.

Kansas — Hutchinson, May 29; Wichita, May 30; Emporia, May 31; Topeka, June 1; Lawrence, June 2; Parsons, June 3.

Missouri — Joplin, June 4; Springfield, June 5; Kansas City, June 6-7; St. Joseph, June 9; Sedalia, June 10; Jefferson City, June 11; St. Louis, June 12-13; Hannibal, June 15.

Illinois — Quincy, June 16; Rockford, June 23. Iowa — Burlington, June 17; Iowa City, June 18; Cedar Rapids, June 19; Des Moines, June 20; Davenport, June 22.

Wisconsin — Madison, June 24; La Crosse, June 25; Eau Claire, June 26; Wausau, June 27.

Practical English

(Combined with PREP)

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Look Where You're Going!



Merrily we roll along, roll along, roll along,

Merrily we roll along. . . .

Or do you? When you set off on a trip, do your preparations and arrangements move smoothly? Do you roll along merrily? Or do your plans—and your nerves—become tangled, frayed, and raveled?

Let's say that you're setting off for camp. Frantically you rush into the station—three seconds late. There's the rest of the gang waving to you from the departing train. There you are on the platform, holding your bag! Just a slip-up in the details of your take-off, but your summer is off on the wrong foot.

Or perhaps you've accepted Cousin Sue's invitation for a two-week visit in Kalamazoo. Arriving at the Kalamazoo airport, you call Sue, but get no answer. Now that's strange—or is it? Perhaps if you'd wired Cousin Sue of the exact time and date of your arrival, she'd have arranged to return from her weekend visit to Detroit in time to meet you. Just a detail, but unless you've got a gal in Kalamazoo, you're stuck!

You'd never let such things happen to you? Fine, but do you know the answers to all the other questions about how to travel with the greatest of ease?

Quick, now, is this true or false?

As soon as you've decided to accept



Steve Baron's invitation, you call the train depot to make a coach reservation to Glendale, where he lives.

You don't get your box of Snickers unless you answered *false*. Otherwise, you're wrong on several counts.

When you decide to take a trip, first consider all of the possible ways of traveling. Shall you go by train? Are there several railroad lines to your des-

tinuation? Which will provide a "through" route? Would a bus trip be more convenient? Would air travel serve your purpose better? You'll have to answer those questions on the basis of time, money, convenience—and facts.

The facts you get by telephoning the various depots. Before you call, make a list of all the questions you'll want to ask:

How much is a round trip ticket (or a one-way ticket if you may get a "lift" home)?

What is the arrival and departure time of each train? (Is that Daylight Saving or Eastern Standard or Rocky Mountain Time?)

At what depot will the train (bus, plane) arrive?

Is there a diner on the train? (Is dinner served on the plane? Does the bus make a stop-over for lunch?)

If you're traveling by plane, you *must* make a reservation. Also, by bus you may have to make one. On a train (coach) you may be able to reserve a seat if the train is a long-distance streamliner; otherwise, it's "first come, first served." On Pullmans (which cost extra, remember), you have a reservation.

As soon as your plans are definite, notify your host when (time and date) and where (name of depot) you'll arrive. If you're sure it won't incon-



venience Aunt Louisa, you may ask to be met at the station. But if you know that Lucy Belle lives outside of town, and her father uses the car for business, tell her you'll take a bus or taxi to her house.

Now toss that true-false coin over this problem:

When you're packing your suitcase, you'll find that "there's always room for one more" if you squeeze, cram, and jam hard enough.

You'll be packing a load of trouble into your ol' kit bag if you think that's true! Every bag can hold just so much—but "just so much" will surely be "enough" if your packing strategy is good, and if your tactics are neat.

Pack the night before you leave. Spread out on your bed *everything* that you'll need. Tube and bottle tops should be screwed on tight and wrapped in paper. Place these and other small items—like socks—in the toes of shoes; put shoes and other heavy things in the back of your suitcase. The space in front of your shoes is good for heavy things like bathrobe, jackets, skirts, and slacks. Sweaters, underwear, and T shirts can be rolled and stuffed into crevices. Shirts and blouses come next; and soap and a towel for your trip take top place.

Make a list of things that must go in at the last minute: toothbrush, comb and brush, just-washed socks, etc. Be sure to confine yourself to one valise; don't load yourself down with extra boxes, bundles, and packages.

You're Off

This true-false puzzler is a cinch:

Among *Famous Last Words* you'll find: "Oh, the train (plane, bus) won't leave without me!"

How true that is! So you arrive at the depot with time to spare. (Fifteen minutes if you have a reserved seat; a good half-hour otherwise.) If you were smart, you bought your ticket several days ago, so your next move is to check the Information Desk for the location of your bus, train, or plane. After stocking up on reading matter, you get on board.

Don't make a bid for the title of Public Menace No. 1 among the passengers. Never occupy a seat which is already "staked out" with a coat or a load of magazines. Don't trip over other people's feet on your visits to the water cooler. Keep your bag and your coat out of the way, on the rack above your seat. Don't bother other passengers with questions about the diner, the lounge car, the rest room. The conductor or porter is your Information Desk while you're en route.

Plane travel has a special set of rules. You surrender your bags for "weighing

in" before you board the plane. You check your coat and small parcels with the stewardess, who will be glad to answer questions, bring you writing paper, etc.

When traveling via bus, the one big don't is: don't "hold up the works" when the bus makes a stop for a meal or a "seventh-inning stretch."

Does your trip sound unexciting so far? It shouldn't! Keep your eyes open and you'll be seeing new sights and making new friends all along the way.



There's no rule against being friendly with your fellow-passengers. Just as you'd pass the time of day with a stranger standing beside you in a movie line or sitting next to you at a soda fountain at home, you can chat pleasantly with your traveling neighbors—so long as you do it in a ladylike, or gentlemanly, way.

When you arrive at your destination, you make a bee-line for the telegraph desk! You may feel competent to cope with this business of traveling on your own; but it's a cinch that your parents are chewing their nails. A telegram will set their minds at ease.

If you're being met, you should find your host at the appointed spot before you send your wire. If you're on your own, ask Information to direct you to the nearest taxi stand or the most convenient bus line.

Here's a Tip

Can you label this one true or false:

The best way to say "Thank you" for services rendered is with a pleasant voice and a smile.

We-e-e-ll, that's about half-true. The pleasant voice and the smile are important, of course; but many of the people who serve you should *also* receive a tip.

If you ask a porter to help you at the depot, he should receive 10c for each bag or parcel he carries for you. If you're traveling Pullman, you may give the car porter from 25c to 50c at the end of the trip, depending on the amount of service he has rendered. The dining car waiter receives 10 per cent of your check, as does the waiter in any restaurant. This 10 per cent rule goes for taxi drivers, too. Train conductors and plane stewardesses are never tipped.

In a rest room, the matron or valet should receive 10c or 15c for any extra service. If you check your hat or coat at a restaurant, leave 15c on the counter.

The Open Road

Your trip, however, may be much more informal than all this. Perhaps you and your folks will pile into the family car and take off for a leisurely two-weeks' "cruise" to parts unknown. There's great adventure in such a trip—but here again, don't let "details gone wrong" cramp your style. Hold a family conference in advance, routing your trip on up-to-the-minute road maps. You may make detours en route, of course, but it's wise to start out with a plan. By doing so, you can also start out with lists (supplied by the American Automobile Association or by Chambers of Commerce) of good tourist homes and restaurants in the region you're covering.

Hosteling—by bicycle or your own foot power—can provide many exciting vacation trips. Pack your knapsack under the supervision of an experienced hosteler or as directed by the American Youth Hostels handbook. Here again, plan a tentative route in advance. Decide what hostels you'll stop at; write the houseparents in advance, giving the date of your visit and the number in your group. (If you plan to visit friends along the way, notify them too; don't just "drop in." That's carrying the vagabond spirit too far.)

Wherever you go—however you travel—make the most of your chances to see new places, to meet new people, to learn how life is lived in other communities. That's the fun of traveling—to find something different. Home was never like this—so have a wonderful time!

SNAP—crackle—pop is a well-known commercial slogan. It's also the way your radio sometimes sounds—especially in the summertime.

If the problem isn't static, it may be a sudden f-a-a-a-ding away; or perhaps a noisy jazz band suddenly interferes with the tense mystery to which you're listening.

You've all been annoyed by these problems; but millions of listeners throughout the country are now hearing clear radio, uncluttered by any snaps, crackles, or pops. These listeners own FM radio sets.

FM is Frequency Modulation, a technical improvement which transmits radio programs in clear, true tones which are free from static. Until recently all radio stations and receiving sets operated on AM—Amplitude Modulation. Now—eleven years after Major Edwin Armstrong's inventions made FM workable—there are over 450 FM stations in the United States (as compared with about 1500 AM stations). New FM stations are being built rapidly. Experts predict that eventually all broadcasting will be FM.

The use of FM has opened up new channels for radio stations. It will now be possible to license many more stations in each locality. Again taking the word of the experts, some day there will be between 5,000 and 10,000 FM stations throughout the country. This means more radio jobs for thousands of people—perhaps for you!

FM Steps Out

Who's going to run these FM stations? Will FM broadcasters give listeners *better* service? Will they give you *better* programs? Will they give you more *variety* by designing shows for educated tastes, rather than for mass audiences? The answer is likely to be "Yes."

Many FM broadcasters, of course, are the same people who have been bringing you AM programs. Since they broadcast the same shows over both their AM and FM stations, you'll be able to hear all your favorite programs—with greater clarity—over your FM set. In addition, many new groups are stepping into the radio picture. Twenty-five years ago, when broadcasting was still a baby, few people recognized its importance. Today, however, many groups realize that they can exert great influence—that they can bring service and entertainment to many people—by owning their own radio stations. Throughout the country, newspapers, churches, farm groups, labor unions, and schools are applying for licenses to build and operate FM stations.

Schools and colleges are particularly alert to the need for "going on the air." Many universities and boards of educa-

Listen and Learn

tion—and individual high schools—already operate AM stations; and FM promises even wider horizons for educational radio. Since the government has reserved a certain number of FM channels for educational broadcasting, schools will not have to compete with professional groups for licenses. Then, too, recent experiments have shown that a low-power 2½-watt transmitter can send clear broadcasts within a radius of from three to six miles. Since the cost of these units is as low as their power, many school systems in the country could include in their budgets the building of a radio transmitter and station. That means that radio may soon step into your classroom.

Educational Radio

What part will radio play in your classroom life? The chances are that you won't be "stuck" with dull talks through which you'll squirm and doodle. Professional broadcasters have already done some trail-blazing in educational radio. The four networks and many local stations have learned to produce documentary shows which entertain and interest at the same time that they inform and educate us.

Schools which have been operating their own stations—as well as those which have been given time on local stations—have quickly learned the tricks of the radio trade. They have been producing excellent programs—of entertainment and public service as well as education—for their local communities as well as for in-school listening. If you're lucky enough to go to a school which makes use of classroom receiving sets to tune in on a "School of the Air," you know that educational radio can be fun; for you know that these are the sort of programs which radio brings you to liven up readin', writin', and 'rithmetic!



Leo Salkin in Colliers
"C.C.D.A.I. — C.C.D.A.I. — C.C.D.A.I. — and remember, children, C.C.D.A. means Christopher Columbus Discovered America! Yes, C.C.D.A. means Christopher Columbus Discovered!"

Spelling and vocabulary? Words become more fun when they provide the material for a fast-moving radio spelling bee.

Literature? *Hamlet* and *Macbeth* become real people when you hear them speak the lines which are slow reading in tiny print.

The atom bomb? Family relationships? International news? Dating problems? Career decisions? All of these topics become easier to understand when you hear dramatizations, forums, and quiz programs which present them in a lively, entertaining manner. More and more of you will be hearing them as radio is added to your high school courses.

Another development which you can look forward to is the establishment of a radio workshop in your school. These workshops have become standard courses in schools which have "taken to the air." They offer wonderful opportunities for students to write, direct, and act in their own radio programs.

When you sit down to compose a dramatization of Abe Lincoln's life, or to write a 5-minute news roundup, you begin to understand the problems of the script-writer and the newscaster. (You might overcome these problems so well that you'd walk off with a prize for a script entered in *Scholastic's* Radio Awards contest!) When you're responsible for producing a variety show, you begin to realize what the necessary ingredients are. When you have to "M.C." a quiz show, you begin to appreciate the poise of professional radio actors. To line up really sound yardsticks for judging radio programs, there's nothing like trying it yourself.

This is the last in a series of eight articles on "How to Choose Radio Programs." Beginning in September: Another critical judgment series on "How to Choose Magazines and Books."

YOU CAN'T whiz through "Boomer Op," the short story on page 13, with the speed of an express train. This prize-winning short story shows that the author has a very special understanding of the workings of a railroad.

Unless you're familiar with the background against which the story unfolds, you must pay special attention to "technicalities," as you read. Otherwise you'll have difficulty understanding what's going on, and why.

Did you, for instance, understand the title of the story? It's railroad slang, which is probably unfamiliar to you. A *boomer* is a migratory railroad worker, one who shifts jobs often in order to travel; an *op* is a telegraph operator. The title, therefore, describes Wally as a veteran railroad man might describe him. Since he had come out of retirement to take a temporary job with the railroad, the other men looked on him as a "boomer." So you see, there's more to the title than meets the eye.

This is true of any story about a specialized field; so "Boomer Op" is a good example on which to test yourself on this important reading skill.

Did you understand the technical details in the story? Were you, at the same time, alert for the important ideas about Wally and his attitudes?

What's the Idea?

If you read "Boomer Op" carefully, you'll know immediately which of these statements to mark T (True) and which F (False). When you label one F, rewrite it to make it true.

—1. It was important to send No. 12



Test Your READING SKILL

through quickly because her freight was perishable fruit.

—2. When the dispatcher announced a train to Wally and added "Nothing on her," he meant that the train was carrying no freight.

—3. "Hawk" was the nickname which Wally's railroad friends had given him.

—4. Wally was eager to help get a new locomotive to No. 12 because he wanted to do something important and heroic for the railroad.

—5. Wally's secret reason for going back to his job during the war, instead of staying in retirement, was that he needed the money desperately.

—6. Wally admired the modern method of dispatching train orders via telephone.

—7. Wally first suspected that something had happened to No. 12 when he realized that the locomotive coming through when No. 12 was due didn't sound like the one which should be pulling the fruit express.

—8. Wally's first thought, when the engineer awakened him at Keylord, was that he wanted to be left alone to sleep.

Words, Words, Words

One big stumbling block in reading a technical story like "Boomer Op" is the specialized vocabulary, but you can

jump this hurdle if you're a shrewd detective. You can guess the definitions of unfamiliar terms by examining the meaning of the sentences in which they appear.

The italicized words in the following sentences are railroad slang terms which do *not* appear in the story. The sentences, however, are based on the story; so they'll give you clues to the meanings of the italicized words. Can you "detect" the definition of each term?

1. Before his retirement, Wally had been an expert *lightning slinger*.

2. The *battleship* pulling No. 12 broke down at Keylord.

3. Even though Wally could have retired again after the war, he was too absorbed in railroading to *pull the pin*.

4. As a train flashed past Wally's station, it was the job of the *bake head* to pull the dispatcher's orders from the train-order rack.

5. After Wally reported to the dispatcher from Keylord, he was told that he could *pin for home*.

6. Wally had done such a fine job of carrying through on his responsibility that he might be forgiven if he was tempted to *blow smoke* about his adventure.

Answers in Teacher Edition

LEARN TO THINK STRAIGHT

TWO NEWSPAPERMEN from Washington, D. C., recently phoned long distance to Elmo Roper, who heads a public opinion polling organization.

"Is it true," they asked Mr. Roper, "that you have taken a 'secret' poll about Wallace's popularity as a presidential candidate?"

"No!" Mr. Roper answered promptly. "It is not true. You have a false story by the tail." The newsmen thanked him and hung up; Mr. Roper expected to hear no more about it.

But he reckoned without taking account of the power of rumor! A few weeks later the poll taken by rumor (not by Roper) was being discussed on the west coast. It had appeared as an "inside story" from "unnamed sources" in a west coast paper. The popularity

attributed to Wallace in the first rumor was doubled!

The rumor jumped across Walter Winchell's desk; his report of the poll gave an even greater popularity to Wallace! The story landed in the gossip and letters columns of several New York and Chicago papers. By then the popularity figure, plucked out of air in the beginning, had been tripled!

Mr. Roper stepped in at this point to kill the rumor. In his syndicated newspaper column he explained that there had never been such a poll. He stated that his last poll on presidential candidates in December, 1947, had been conducted before Wallace announced his candidacy and hadn't included Wallace. He added that his interviewers were just beginning another survey on candidates that did include Wallace's name.

This story shows how easily rumor can "snowball"—because too many people are careless thinkers.

How could readers and radio listeners

have told that this was a rumor? By the mystery words "secret," "inside story," and "unnamed sources." These words should always register danger signs. When a story can't be pinned on any one person, and therefore can't be checked, watch out! Ten to one, it's rumor instead of fact. In this case, even though the source of the rumor was "unknown," the rumor was *about* Mr. Roper and could have been verified by him. Unfortunately, a number of newspapers and Walter Winchell failed to check the story before publishing it.

Swallowing rumors is *not* the way to make sound judgments. Do you make sound judgments? If so, your life will be smoother sailing; and your use to other people, your community, etc., will be greater. Sound judgments take (1) accurate facts and (2) straight thinking. *Take time* to check your facts before you accept them. *Take time* to check the thinking around you, and then *think straight yourself!*

Don't let rumor twist your thinking.

Dear Jane, Jerry, and Julie,

from JOE

YES, I KNOW, this isn't according to Gay Head — this three-in-one carbon copy job; but when I tell you the Big News, you'll understand and forgive — I hope.

I'm off on the road to Rio — tonight — by plane — to stay three months!

No, I'm not planning to take up where Crosby and Hope left off. This is strictly business and, when I board that Pan-American clipper tonight, I'll have a big job promotion in my pocket. The credentials and letters of introduction that I'm taking along identify me as "Joseph C. Best, Special Sales Representative, Ward-Roebeck, Inc." Who, me???

Here's what happened, as well as I can remember it:

Yesterday morning, while I was taking stock of my merchandise in the sports department, I got a phone message that Mr. Ward, the Big Boss, wanted to see me. I felt as if I were back in high school and was being called to the principal's office. As I walked into Mr. Ward's office, I was still wondering what I'd done wrong!

"H'rumph, Mr. Best?" Mr. Ward eyed me as if I were a spy and then motioned to me to sit down across the desk from him. "I've been looking over your personnel record, young man —" he paused dramatically and I almost swallowed my Adam's apple — "and I like it!"

He had before him a sheet of paper that looked something like a chart and, never having seen a personnel record before, my natural inclination was to try to read it — upside-down. Just then he looked up and caught me! "Here," he said with a laugh and handed me the record, "don't stand on your head."

I'll confess that what I read was not only a pleasure but a surprise. Perhaps all businesses of any size have some sort of rating system for their employees; but I had no idea that, all this time, I was being rated on such things as personality, dependability, initiative, etc.

Mr. Ward cleared his throat. "We're making a survey of the South American market and we need the viewpoint of a young salesman to balance that of some of us oldsters. I notice you took Spanish in high school and that you've followed it up by taking Portuguese at night school. Interested in making a survey trip to Brazil for me?"

Gripping the sides of the chair, I managed to gibber something that must have sounded like "Yes, sir," and "Thank you." Anyhow, Mr. Ward shook hands with me and said that the traffic department would make my plane reservation, and that I'd receive further instructions later.

So here I go — thanking my lucky stars that I've taken Portuguese, as well as salesmanship courses, at night school; that I've made a point of learning about the company's business; and that I've knocked myself out breaking the sales record in our sports department!

I'll write you my address as soon as possible. Meanwhile, happy summering!

Sincerely yours,

Joe

EMPLOYEE RATING SHEET

NAME Joseph C. Best NO. 75 DEPT. Sports DATE May 1 1958

PERIOD 2/1-5/1 DAYS LOST None OCCUPATION Sales TIMES TAKEN None

What rating best describes this employee?

	Exceptional	Above Average	Satisfactory	Below
1. PERSONALITY Consider manners, appearance, general impression.		✓		
2. ABILITY TO LEARN Consider quickness to learn, and retain new methods, ideas and directions, capacity to think.		✓		
3. AMOUNT OF SALES Consider the number of items and the dollar value of items sold.		✓		
4. QUALITY OF WORK Consider type of salesmanship used to sell goods.		✓		
5. DEPENDABILITY Consider reliability, willingness, consistent industry.		✓		
6. TACT Consider ability to meet and to get along with all types of customers.		✓		
7. INITIATIVE Consider ability to see things to do, responsibility, aggressiveness.		✓		
8. COOPERATIVENESS Consider ability to get along with fellow workers, supervisors, willingness to serve.		✓		



POLLY glanced at the living room clock. There would be just time enough to write Sam a letter before "curfew," she decided as she closed her history book.

Here's the "friendly letter" that Polly wrote to Sam:

Monday night

Dear Sam,

Summers almost here. We'll soon go to our cottage. We call it Castle Craneey Crow. It's on Silver Lake. It's seven miles long and empties into Grand River. It's dull here now, so I'll be glad. I'm tired of the same old routine. Reports, term papers, study for exams. But I've got to study. I want to get promoted.

Mother says I may ask you to come to the lake for the week of the Fourth of July. Let me know, Sam. Write soon.

Sincerely yours,
Polly

X Marks the Spot

June 20: School has been out for more than a week and there has been no reply from Sam.

The next day Polly finds a postcard in the mail box. It's a picture postcard with a series of multiple choice state-

ments, so that the writer just fills in the blank spaces. (I am _____ fishing, _____ traveling, _____ sightseeing, _____ loafing.)

Sam has put an X before the word *traveling* and Polly notes that the card is postmarked Santa Fe, New Mexico. Sam must be taking a trip.

A week later Polly receives another postcard from Sam. It's postmarked Portland, Oregon:

6/23/47

Dear Polly,

This is some trip. Great scenery out here and lots to see and do. Will tell you all about it later.

Sam

What do you think of Polly and Sam's "summer correspondence"? Neither satisfactory nor interesting, is it? Of course, Sam may have left home before Polly's letter arrived. If so, he's excused for not answering her invitation; but he isn't excused for writing such vague, uninteresting postcards. What sort of trip is he taking? For how long? Is he traveling by train, plane, or bus? What is his itinerary? What interesting places has he seen?

Not all of those questions could be answered on one postcard; but if Sam doesn't have time to write a letter, he could write a series of postcards—each one after the first (telling the general plan of his trip) describing some interesting spot or restaurant he's visited—or some person he's met.

Now let's go back to Polly's letter.

What about her inside address? There's no street or city address and no date of month and year. It's true that these aren't as important in social letters as in business letters, but they're always helpful to the reader.

What about Polly's sentences? They're so short and choppy that the reader is likely to think he's already on Silver Lake—in a storm! In addition, she uses *it's* three times, in succession, each time in reference to a different subject. (Did you think that the cottage was "seven miles long"?) One of her sentences is incomplete—no subject, no verb.

What about her grammar and usage? How many mistakes can you find? What's wrong with *Summers almost here?* Is it correct to say *I've got to study?* What about *get promoted?*

Is her letter "friendly"? Of course, it isn't unfriendly; but her invitation is too abrupt. Even if Sam hadn't planned another trip, he'd hardly be enthusiastic about Polly's invitation. She might have made it sound cordial by telling about some of the activities at the lake cottage. She would have made her guest much more comfortable had she given travel directions and information as to whether he would be expected to arrive before July 4th or not.

Now put on your thinking caps. Pretend that you're Polly and write a really cordial letter of invitation; then pretend that you're Sam and write a reply.



HOW'S THAT AGAIN?

By SLIM SYNTAX

How do you pronounce *indict*?

V. S., Mt. Vernon, N. Y.

It is pronounced as if it were spelled "indite." I know it isn't logical to pronounce it that way when we pronounce *convict*—kon vikt. But there it is. There ought to be a law.

• • •

Why are teachers so fussy about punctuation? Is punctuation really as important as they say it is?

M. O., Milwaukee, Wisconsin

I suppose there isn't a student who, at some time, hasn't asked this question. The answer, of course, is definitely, emphatically, "Yes! Punctuation is important." Without a knowledge of punctuation, you may confuse your reader.

Do you doubt it? Then, try your hand at these two "chestnuts." If you punctuate them properly, they make sense.

If you don't punctuate them properly, they sound mad.

Every lady in this land

Has twenty nails upon each hand

Five and twenty on hands and feet

All this is true, without deceit.

(Quite a gal—unpunctuated. A few punctuation marks and she'll look normal again!)

Our hero enters on his head, his helmet on his feet, his sandals on his brow, a cloud in his right hand, his trusty sword in his eye, a savage glare.

• • •

I'm always confusing *effect* and *affect*. What's the difference?

G. R., White Plains, N. Y.

I know just how you feel. These are pretty tough and slippery customers. I haven't found any sure-fire formula for beating them. Here is the best I've found to date, and it usually works.

Affect is always a verb. Its most common meaning is to influence or impress (the mind or feelings). "His speech *affected* the listeners." It moved or influenced them.

Effect may be noun or verb. As a noun, it commonly means *result* or *consequence*. Think of cause and effect.

"Staying out in the cold has a bad effect on him." As a verb it means to make something happen. "Scientists have been trying to *effect* (bring about) a cure for cancer."

• • •

The word "vocal" came up in our Latin class. One girl used it as a noun this way: The vocal was sung by Helen. Is vocal used correctly in this sentence?

P. H., Bellaire, Ohio

Although none of the dictionaries lists "vocal" as a noun, anyone who listens to the radio or reads record reviews knows by whom "the vocal" is sung! We think you've come across an expression in fairly common usage which the dictionary makers haven't caught up with yet!

• • •

Is it correct to say "viewpoint"? Some people tell me to say "point of view." Please straighten me out on this.

N. S., San Diego (Calif.) H. S.

Both are correct. There are some who argue that *viewpoint* is less desirable than *point of view*. But *Webster's* and the new *American College Dictionary* accept both. You're safe with either.



PRACTICE MAKES PERFECT



Vol. 4, No. 16, May 24, 1948

NAME _____

CLASS _____

Watch Your Language!

If you've been tending to your grammar, you should do very well on the following tests. If your score is low, you'd better go back over those grammar columns and see what happened to you!

I. In each of the following, if the sentence is *complete*, mark it *C*. If the sentence is *not complete*, mark it *I* and identify it as *D. C.* (Dependent Clause) or *Ph.* (Phrase). One point each. Total, 15.

- _____ 1. In addition to my father and mother.
- _____ 2. Since you are much older.
- _____ 3. When you arrive, let me know.
- _____ 4. To be young again.
- _____ 5. Although his father cut John's allowance.
- _____ 6. If it suits you, come early.
- _____ 7. Because you have completed all your work, you may listen to the *Grisly Gremlins*.
- _____ 8. In the spring and in the fall.
- _____ 9. To the gasoline station around the corner.
- _____ 10. Whenever you feel that you are ready to explain.
- _____ 11. Seeing that the coast was clear.
- _____ 12. Standing on his head in the middle of the floor.
- _____ 13. Hoping to hear from you.
- _____ 14. Over hill, over dale.
- _____ 15. While Rome burned, Nero fiddled.

II. A teen-aged friend of ours sent us the following letter after he had recovered from a case of the measles. We thought you'd like to hear his story. All we've done is to change some of the verbs—with his consent, of course! You underline the *incorrect* verbs and write them correctly in the spaces below. Two points each. Total, 30.

Dear Practical English:

I have took this occasion to write you because you seem to have knowed the sufferings of youth.

It all happened this way. I was dressing for a date when my mother walked in and looked at me.

"I have never saw you so pale," said she. "You look as if you have been shook by the sight of something supernatural!"

Before I had drew another breath, she had sprang to the telephone and called the doctor.

Within five minutes, the bell rung—and Dr. Graves arrived. As I lied there defenseless in bed, he pounded and punched me until I thought I had bursted some-

where. Then he pried open my mouth and exclaimed triumphantly:

"Aha! Koplik's spots! Just as I thought. My boy, you have measles."

"MEASLES!" I yelled as I swang my arms about. "I've got a date! Besides, I'm too old to have measles!"

But nature and medical science were against me. The next morning I looked at myself. Ouch! While I had lain in bed all night in a fever, nature had decorated me from head to foot with the most complete outfit of polka dots I have ever seen on anyone. I shrunk from myself in horror. My blood frozed. I begun to weep as if my heart were broke.

At this point, Mother came in, put her arm around me, and said, "Don't worry, Bud. Everything will be all right. In a few days you'll start to itch all over. Then all those ugly spots will come off."

She was right. I have drank the dregs of sorrow, but I'm better than ever now. In fact, I have *two* dates for next week!

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

My score _____

Are You Spellbound?

Here it is—that final spelling quiz. Remember, it's all done without mirrors—no tricks, no magic—just a test on those words you've been wrestling with all term!

I. In some of the groups below, there are *one or more* words misspelled. Underline the misspelled words and spell them correctly in the space at the right. If there are no misspelled words in the group, mark it *C*. One point for each group. Total, 10.

- | | | | |
|---------------|------------|-------------|-------|
| 1. coolly | courteous | supercede | _____ |
| 2. procede | exceed | succeed | _____ |
| 3. heighth | eighth | livelihood | _____ |
| 4. loneliness | embarassed | exaggerated | _____ |
| 5. familar | fascinate | handsome | _____ |
| 6. knowledge | labratory | imagination | _____ |
| 7. library | lightning | twelfth | _____ |
| 8. colicky | traffick | picnicking | _____ |
| 9. conscience | conscious | paralell | _____ |
| 10. oclock | extremely | sincerly | _____ |

My score _____

II. Underline the word in parentheses that makes the sentence correct. One point each. Total, 10.

1. I can't wear shirts that are (coarse, course).
2. We (bet, beat) the home team 6-0.
3. He was (formally, formerly) our ambassador to Italy.
4. Do all Southerners speak (dialogue, dialect)?
5. Bran bread is (healthy, healthful).
6. Inventors are (ingenuous, ingenious) men.
7. Jello is my favorite (desert, dessert).
8. (Rout, route) 16 is the one to take.
9. The criminal hired the best (consul, counsel, council) he could obtain.
10. The sign read, "(Precede, proceed) at your own risk."

My score _____

III. Underline the word in parentheses that makes the sentence correct. One point each. Total, 10.

1. I can't walk up that (isle, aisle).
2. The judge set (bale, bail) for \$10,000.
3. He got the leading part because he had a (base, bass) voice.
4. Will you (sell, cell) the bike tomorrow?
5. The (dear, deer) is a beautiful animal.
6. Are you coming to the county (fare, fair)?
7. Time will (heel, heal) your wounds.
8. This perfume has the sweetest (scent, cent, sent).
9. The price of this perfume is just one (scent, cent, sent).
10. They moved the corner (stationery, stationary) store to Market Street.

My score _____

Super-Duper Demons

You don't have to take this jawbreaker test unless you want to; but if you do, you can roll up a *grand total score* of 150!

Underline the misspelled words and spell them correctly in the spaces below. Five points each. Total, 50.

The affidavit, written in weird hieroglyphics, ran as follows:

Smith, according to the prophesy, had slit his esopagus with the scissors because he was suffering from a combination of dyspepsia, catarrh, and asphyxiation. The anonymous physician had testified that Smith's abscess had been produced by eating too much broccoli, fricase, and cinamon. The lone gerkin he had consumed while picking hydrangas and chrysanthemums might have had something to do with Smith's condition.

My score _____

Words to the Wise

I. Here are fifteen old—and useful—friends. You've met these 15 italicized words during the past semester in this vocabulary column and in the crossword puzzles. Did you learn them well? Check yourself by writing in the blank space before each word the letter of its synonym. Count 1 point for each. Total, 15.

1. *averts*: (a) prevents; (b) says; (c) moves.
2. *aria*: (a) distance; (b) square; (c) operatic song.
3. *vial*: (a) horrible; (b) aisle; (c) small bottle.
4. *quaff*: (a) squash; (b) drink; (c) eat.
5. *evokes*: (a) calls forth; (b) erupts; (c) annoys.
6. *gorge*: (a) guess; (b) figure; (c) overeat.
7. *unique*: (a) silly; (b) matchless; (c) united.
8. *tabu*: (a) hateful; (b) perfume; (c) forbidden.
9. *opus*: (a) work; (b) burden; (c) operation.
10. *epic*: (a) skin; (b) long poem; (c) prefix.
11. *lode*: (a) burden; (b) cart; (c) mineral deposit.
12. *cleft*: (a) clever; (b) groove; (c) blow.
13. *arrogant*: (a) adventurous; (b) scornful; (c) mighty.
14. *gala*: (a) apparatus; (b) pleased; (c) festive.
15. *épée*: (a) wig; (b) duelling sword; (c) jug.

My score _____

II. When you learn new words you should also learn synonyms and antonyms (words of opposite meaning). Each group of words below consists of three *synonyms* and one *antonym*. (The first word in each group is one which you've already met in this column this semester.) Can you find the *antonym* among each group of synonyms? Count 2 points for each. Total, 10.

1. (a) counterfeit; (b) sham; (c) authentic; (d) spurious.
2. (a) self-confident; (b) uneasy; (c) poised; (d) cocksure.
3. (a) congenial; (b) compatible; (c) sympathetic; (d) antagonistic.
4. (a) frank; (b) reticent; (c) secretive; (d) uncommunicative.
5. (a) perilous; (b) hazardous; (c) jeopardous; (d) secure.

My score _____

My total score _____

My grand total score _____

Answers to Last Week's Crossword Puzzle

B	A	S	E		D	R	A	W
A	C	E	S		P	O	L	O
C	H	E	S		L	E	O	
K	E	N		C	R	E	E	D
			B	O	X			
E	R	R	O		A	B	E	
T	E	E		E	L	B	O	W
N	E	T	S		O	B	O	E
A	L	E	S		B	A	T	S

The railroad was a part of Wally —
a part he could never give up

13

Boomer Op

THE PHONE buzzed. Clamping the headset to his ear, Wally entered the world of clipped jargon peculiar to the railroad. Voices floated in and out. Over it all came the booming voice of the dispatcher.

"Hawk."

"Hawk," acknowledged Wally.

"Copy 3 for second 2 west."

"Go ahead," said Wally, rolling tissues into the typewriter. As the dispatcher dictated the order, the blasting of a whistle caught Wally's ear. Second 2 west was entering the block. Having finished typing the order, he slipped it in the train-order hoops, ran out of the station and fastened the hoops to the train-order rack. Clambering up the ladder to hold the hoops in place so that the draft of the fast-passing train did not twist them out, he watched the train bear down on him. A hot blast of air, mixed with the smell of oil and soot, engulfed him from head to foot and second 2's engine erupted under him with a blast that shook his teeth. Wally saw the fireman crouched in the gangway and then the hoop leapt away from under his fingers as the fireman speared it with his arm. Long coaches and Pullmans, blurred with speed, flashed past him. He straightened the bottom hoop for the conductor. Wally caught a glimpse of him hanging out on a step, and then the second hoop was gone and the marker lights of second 2 started to fade.

Going back to the office he garbled into the phone, "second 2 by at Hawk."

"Oh-kay," said the DS.

Wally Sims was the second-trick operator at Hawk. When the war came and there was a desperate need for operators, he came out of retirement and volunteered for this job because he could not help Uncle Sam in any other way. At least, that's what he told

other people, but inwardly he had a shy notion that this job might revive memories of his youth. However, he hadn't quit yet, and he intended to stay on just as long as the railroad would have him.

Hawk itself was just a speck on the map, a long row of section men's houses — old boxcars in pairs and threes joined by wooden floors. The foreman's residence was at the head of the line. The signal-maintainer's dwelling was a little farther back along the siding. Across the track were the quarters of the three operators, huddled together — more boxcars, but each a separate unit.

In the setting sun, the semaphore was like a needle thrust into the sky. Smoke trailed from the chimney of a cook-car on the spur.

The order light flashed on, signifying the approach of a train from the west end of the block.

"One coming east at Hawk," Wally bawled into the phone.

"Probably 38. Nothing on her," answered the DS.

Wally pulled the semaphore blade to the vertical position. Soon the whole station was shaking with the vibrations of an approaching train. A long, low Mallet raced by the window, followed by a string of rumbling freight cars and a bouncing red caboose.

"She's by."

"Righto," said the dispatcher. "It's not been too busy yet but we got to have the division ready for No. 12."

Number 12 was the eastbound fruit train and she had to get through at all costs before those perishables started to rot. Any damage done to the goods in transit had to be paid for by the road. When No. 12 took to the rails, the whole division was keyed up.

FIRST PRIZE STORY

By CONRAD MASON

Edwin Denby High School
Detroit, Mich.

Teacher, Jackson L. Rosecrance



By this time darkness had enveloped the town. A light snow had started and soon the ground was covered with a mantle of white.

Through the phone Wally could hear the DS ruling the division. He glanced at the timecard. Soon No. 12 would uncoil herself from Ironton yards and streak through the night to points east.

Leaning back in his chair, Wally waited. The whole division was running like a well-oiled machine. But sometimes the best kept machine breaks down. The chance that the division would snarl up never occurred to Wally as he happened to glance out of the window and notice the snow falling a little harder and the wind whistling around the corner of the station.

The phone wailed. Wally jumped. "Hawk."

"Copy 5 for first 14 east," came the dispatcher's voice.

It was beginning, thought Wally. The fruit express was coming. Finally the order was typed. Wally glanced out the window. The far signal lights were lost in a maze of swirling snow and wind. The dull glow of a headlight tried to cut through.

"Here she comes," Wally yelled to the transmitter.

Putting on his heavy coat he stumbled out of the station into the white powdery snow which bit deeply into his face and eyes.

He climbed the ladder onto the swaying order stand and switched on the light used to illuminate the orders so the fireman could not miss the hoops.

It seemed as if the train took an eternity. Finally the freight was rumbling past, the engine roar deadened by the wind. The hoop leapt out of the rack as the fireman speared it. Climbing down, Wally straightened the bottom hoop for the brakeman and trudged back to the station. He brushed the snow off himself and clamped on the headphones.

Wally thought a boiler factory had moved in on the wire. A riot of sound and static met his ears. Someone, somewhere, was trying to break in above

the sound, but the disturbance rendered it impossible. The wire was useless.

A dispatcher with his wire out was helpless. Sooner or later most of the trains would have to stop and wait until the wire was put back in.

Wally tore the headphones off. In the old days when they used telegraphs to dispatch trains, this would never happen, he thought to himself. Now the telegraph lay useless on his desk because most of the operators did not know how to use it. Modern efficiency, he thought, sending kid operators through a ham school where they "learned telegraphy in six weeks." Old timers knew it took months and months of training and practice.

Wally's meditations were interrupted by a trickling of sound that seemed to force its way into his mind. He suddenly realized it was the telegraph.

"HK, HK, HK, DS," the sounder chattered.

So seldom was Wally called by telegraph that it took him some time to realize the dispatcher was calling him.

"HK, HK, DS," the telegraph continued insistently.

"HK," Wally tapped back.

"What's going on out there?" asked the DS.

"There's a storm blowing up, so thick I can't see the block lights."

"The phone's out," said the dispatcher. "Wait a minute and I'll see how many Morse ops I got."

Sending out a call, nine stations answered. Nine out of seventeen. Not many to run a division with in the face of a storm—and No. 12, the fruit express, hammering through the night.

"HK, copy 1 for light engine 205 running west to Ironton yards."

"Let her rip," answered Wally.

"Engine 205, A & E, take siding at Rever, meet No. 12 and continue to Ironton."

Wally knew that the DS was clearing the division so that the fruit train could come through without a minute's delay.

Slipping the order into a hoop, he

pushed on his coat and walked out to the stand.

The wind howled, raged, and whooped around him, while the snow obscured his vision. Securing the order in the rack he went back to the station and snapped on the rack light. Almost immediately came the moan of a whistle and a headlight cut through the haze. Wally dipped the board twice signifying orders for the engine.

"Engine 205 past HK," he telegraphed to the dispatcher.

"Oh-kay," was the brief reply.

Listening to the chatter of the sounder, Wally followed No. 12's progress through the division.

"No. 12 past Keyliner," chattered the sounder.

"Fruit drag by Welow."

"12 through Winslor."

Wally consulted the clock. Fifteen more minutes and No. 12 would be whistling through.

The clock slowly ticked the minutes away . . . 9 . . . 8 . . . 7 . . . Wally's mind wandered back to the days of his youth when he had often awaited important trains like this . . . 6 . . . 5 . . . 4 . . . any minute now . . . 3 . . . 2 . . . the moan of a whistle sharpened his senses.

"One coming east at Hawk," Wally informed the DS.

"No. 12. Nothing on her," answered the DS.

Now a headlight showed through the falling snow and the rumble of an approaching train set the station to vibrating. But something was wrong! This didn't sound like No. 12. Of course, the storm might be hindering his hearing but he strained his eyes to catch a glimpse of the train now rounding the curve. The locomotive pulling that train was not a cabin-front Mallet but a high-stepping passenger job!

Rushing out of the office with a lantern he stood by the tracks as the wailing whistle pierced the air. The fireman threw a loop at his lantern as he flashed by silhouetted for a moment against the cab light. Wally picked it up and

(Concluded on page 17)

STORY 1ST PRIZE

Being notified that he was one of this year's Awards winners was the biggest thrill of Conrad Mason's life. This was his first attempt at short story writing and the Scholastic Awards. Ever since he can remember he has been interested in railroads and rail-roading. Model railroading and photography are his hobbies. He also enjoys playing the accordion and his favorite sport is golf. He plans to go on to college and study nuclear physics.



STORY 2ND PRIZE

Muriel Van Loh was born on a farm near Tea, South Dakota. When she was in the second grade her family moved to a farm near Sioux Falls, where she now lives. She attended a country school through her first eight grades, and intends to make teaching her profession. Muriel's story deals with the adventures of a group of people caught in a blizzard. The idea for the story came to her when she was caught in a blizzard last winter.



STORY 3D PRIZE

Gloria Mathews has lived in Washington and around Puget Sound all her life. She is in her junior year at West Seattle H. S., where her favorite subjects are art and creative writing. Among her pet dislikes only two are outstanding. These are gravy and her small brother's jokes. Small brother is a freshman. "I am having a perfectly contented time," she writes, "just being around." She intends to continue studying creative writing.





Jack Tyrrell in Ladies' Home Journal

In the Good Old Summertime

LET'S look in on the Starr family during the early part of July. At 4:00 a.m. Dale's alarm clock rings and he dashes off to cover his paper route so that he can finish in time to put in a full day at the filling station. Dale has no time for social life and, when he comes home in the evening, he's "too tired" even to talk to his family. All Dale wants to do is to make money—for himself.

At 8:00 a.m. Dale's kid brother, Buck, shoots out of the house and spends the day playing baseball. He doesn't have time to mow the lawn or run errands for his mother; in fact, he never shows up except at mealtime!

At 10:30 a.m. sixteen-year-old Stella drags herself out of bed and strolls into the kitchen. "What's for breakfast?" she asks her mother. Later Stella sits on the porch, reading *Stark Romance* and wishing she had a more exciting life. At suppertime she's upstairs getting dressed for her date. "Just put my supper in the oven, Mom," she calls down. "Oh, Mom, would you mind pressing this scarf for me?"

"At least Dale isn't like Ham Boyd next door!" Mr. Starr comments to his wife later in the evening. "That boy spends all of his time on the streets—and hanging around pool rooms. And look at his sister Violet! Her head's always stuck in some book. She may be as smart as they come, but who's going to know it? You never see her with kids her own age."

"I know," Mrs. Starr sighs, "but I'll be glad when school starts."

Of course, the young Starrs and Boyds aren't unique in their one-sidedness. You probably know people like them. What they all lack is a well-balanced program of activities and a spirit of helpfulness toward others.

Here are some suggestions to help make your summer more pleasant and more profitable:

1. *Find a job.* There's nothing like a summer job to give you a feeling of

accomplishment—and money in the bank; but don't make Dale's mistake of sacrificing health and sociability to making money.

If you have a definite career ambition, try to find a job in that field, even if it doesn't pay much or if it's volunteer work. You'll learn something—and learning about your career field may be worth dollars and cents to you later.

If you haven't yet decided on a career, try to find a job that will build you up physically (outdoor work, for instance) or will teach you how to get along with people (sales work, for instance).

2. *Do your share of homework.* Your parents aren't running a resort hotel. How about giving them a break? The least Stella should do is to eat her meals when the rest do—and take care of her own clothes; but she should do more. She should take over the family ironing or the general care of the house, instead of sitting on the porch. Her kid brother Buck certainly could take "time out" from baseball to run errands and do the yard work.

3. *Volunteer for community service work.* Churches, the Y.M.C.A. and Y.W.C.A., and other community groups need young people with energy and ideals to help supervise their activities. How about helping with the "Story Hour" at the library or taking the young fry on a nature hike? How about collecting and repairing toys for the settlement house or for an orphanage? How about supervising games among the younger children at a playground?

4. *"Travel" at home.* You don't need a plane ticket to Rio or the bus fare to Canada in order to have fun "traveling." Borrow a tent and go camping for a week in a state park. Take a bike or canoe trip and really see the country, as you never do from a car or train window. Hiking's fun, too. Take along a pack and some food and camp overnight.

(Consult your family before plan-

ning such expeditions. Naturally they're interested in your welfare and they have good reason to disapprove of "hitchhiking.")

5. *Improve your sports skill.* You don't need a sequin swim suit or a high-priced tennis racquet in order to take part in the summer sports programs at public parks; nor do you have to be an expert at any of the sports planned. But you'll get more out of participation if you try to improve during the summer. Work on your tennis serve or your backstroke. Practice until you really have something to show for the time spent.

6. *Plan a project of your own.* Setting a goal for yourself will make the summer something to remember. If you've never had a hobby, consult the library's hobby shelf. Once you've decided on something that interests you, go to work on it. Whether it's photography, stamps, wood-carving, or butterflies, become an authority on the subject.

7. *Discover yourself.* Take time "to talk things over" with yourself. What sort of a person are you? What would you like to be ten years from now? What are your good points? Your weak points—and how might you strengthen them? What are you doing to help others?

8. *Make friends.* Don't let the summer pass without having made new friends. Violet Boyd needs to come out of her bookish world and learn about people. Her brother Ham needs to learn the places to meet worthwhile people. Stella needs to learn that helping others at home and in the community is far more satisfying than living in a dream world.

Everyone likes a change, but a change doesn't mean that you should "loll" your vacation away. Make the most of this summer by planning a balanced program of work, sports, self-improvement, and service to others. That's the way really to have fun!

Happy "summering"!



FREDERICK SIEBERT
Dean, School of
Journalism, University
of Illinois



PAUL MICKELSON
News editor,
Associated Press



BARRY FARIS
Editor-in-chief,
International News
Service



MAUREEN DALY
Associate editor,
Ladies' Home Journal



E. L. CALLIHAN
Journalism chairman
Southern Methodist
University



BARRY BINGHAM
President, Louisville
Courier-Journal



EARL J. JOHNSON
General news manager
United Press



DE WITT REDDICK
School of Journalism,
University of Texas



PAUL MILLER
The Gannett
Newspapers
Rochester, N. Y.



SAMUEL GRAFTON
Columnist,
New York Post



RALPH E. MCGILL
Editor,
The Atlanta
Constitution



CHRISTINE SADLER
Director,
Washington Bureau,
McCall's Magazine



NORMAN KATKOV
Feature Writer,
New York World-
Telegram



GEOFFREY PARSONS
Chief Editorial Writer
New York Herald
Tribune

Quill and Scroll Journalism Awards

QUILL AND SCROLL SOCIETY, international honorary society for high school journalists, has sponsored the journalism division of Scholastic Writing Awards for the past 14 years. In this way it has encouraged students to do outstanding work on their school publications. Journalism has attracted more and more entries each year, until now its six classifications are among the most popular divisions of the Writing Awards program.

Under the supervision of Executive Secretary Edward J. Nell, Quill and Scroll takes the responsibility of screening the thousands of entries and selecting the superior work. The finalists then come back to the Scholastic Awards office, where the mounted clippings are photostated in preparation for the final judging. These copies then go to the panels of judges for their rating.

The group of distinguished journalists who selected the prize-winners are pictured on this page. The results of their ballots appear on the next page. Students winning honorable mentions will be notified by mail.

QUILL AND SCROLL AWARD WINNERS

News Story

FIRST PRIZE: Royal Portable Typewriter — JOURNALISM 1 PUPILS, Saginaw (Mich.) Sr. H. S. Teacher, Mary Elizabeth Hetherington.

SECOND PRIZE: \$25 — BETSY THOMSEN, 18, Beatrice (Nebr.) H. S. Teacher, Nelle Gingles.

THIRD PRIZE: \$15 — NANCY BARLOW, 15, Newport News (Va.) H. S. Teacher, Frances Taylor.

Feature Story

FIRST PRIZE: Royal Portable Typewriter — ALLAN CAESAR, Saginaw (Mich.) Sr. H. S. Teacher, Mary Elizabeth Hetherington.

SECOND PRIZE: \$25 — JANET SCHALEK, 16, South Hills H. S., Pittsburgh, Pa. Teacher, Alberta M. Ellis.

THIRD PRIZE: \$15 — DOROTHY KELLY — MARTHA GLASSMAN, 17, Washington Irving H. S., New York, N. Y. Teacher, Mrs. A. H. Rubman.

Editorial

FIRST PRIZE: Royal Portable Typewriter — FRED CAPLAN, 17, Bronx (N. Y.) H. S. of Science. Teacher, Dorothy A. Frank.

SECOND PRIZE: \$25 — RUTH HOGG, Miami (Fla.) Sr. H. S. Teacher, B. Garfunkel.

THIRD PRIZE: \$15 — JOAN DE MINT, 18, Evanston (Ill.) Twp. H. S. Teacher, Clarence W. Hach.

Column

FIRST PRIZE: Royal Portable Typewriter — SPENCER RICH, 17, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Maxwell Nurnberg.

SECOND PRIZE: \$15 — ROLAND GERSON, 18, Highland Park (Mich.) H. S. Teacher, Grace Wallace.

THIRD PRIZE: \$15 — JOHN LAWRENCE WRIGHT, 17, Newport News (Va.) H. S. Teacher, Frances L. Taylor.

Sports Writing

FIRST PRIZE: Royal Portable Typewriter — STANLEY ELLIS RUBENSTEIN, 17, Calvin Coolidge H. S., Washington, D. C. Teacher, Mrs. M. Horne.

SECOND PRIZE: \$25 — DON FRANKLIN FACKLER, 17, South Side H. S., Fort Wayne, Ind. Teacher, Rowena Harvey.

THIRD PRIZE: \$15 — JERRY SEGAL, 16, North Side H. S., Fort Wayne, Ind. Teacher, Freda Withers.

Interview

FIRST PRIZE: Royal Portable Typewriter — IVAN ROBINSON, 17, Robert E. Fitch H. S., Croton, Conn. Teacher, Lorraine Hall.

SECOND PRIZE: \$25 — NICKY MITCHELL, 16, Greenville (S. C.) H. S. Teacher, Mrs. P. N. Beeton.

THIRD PRIZE: \$15 — JANICE RAU, Saginaw (Mich.) Sr. H. S. Teacher, Mary Elizabeth Hetherington.

Boomer Op

(Concluded)

dashed back to the station. The note said that No. 12 had stalled at Keylord. The big Mallet pulling her had broken a driving rod. This meant that unless another engine was found to replace the one that had broken down, the fruit express would be held up. Her freight would spoil.

After Wally relayed this news to the dispatcher the sounder was silent for a moment but it suddenly spat into life.

"HK, that light engine still in the hole at Rever?"

"Sure is."

"She's a Mallet and could take the place of the one that broke down on the express," continued the DS.

"But you have no way of getting in contact with her," Wally said. "There's no op at Rever."

"I'm not forgetting," said the DS. "I guess you'll have to wind up the line car and hustle down to Rever."

"In this storm?" protested Wally. "Why you can't see five feet in front of your face."

"I'm afraid it will have to be that way."

"But anything is liable to happen."

"That's a chance we'll have to take."

Wally's hand shot to the key to protest but then he realized the dispatcher knew the odds against him and wouldn't send him out unless the express really had to be moved.

"I know it will be tough, kid," the DS continued, "but you're the only one who can do it. Get down to Rever, move that engine down to Keylord, and start the express on her way."

"I'll try," answered Wally.

Plowing through the drifts which had piled up around the door, he trudged down the track to the signal-maintainer's house. Behind it was the little garage in which the motorized rail-car was kept. It was just a little dinky thing set on four wheels, with a gas engine and a shield for the driver.

The engine on this rail-car was hard to start when cold. After doggedly trying for a quarter of an hour in the below-zero weather, Wally was all set to give up when the engine coughed, sputtered, and came to life. Ordinarily on good track this little blitz-buggy could go 35, but on slippery rails the wheels slipped helplessly, caught hold and then slipped again. Wally almost shut her off before he tried again, this time opening the throttle easily. Gradually the car gained speed. Crouched low behind the shield, Wally sought to escape the blasting wind.

Wally concentrated on the task at hand. All around him the snow fell and swirled, limiting his vision to ten feet.

"What did I take this job for?" Wally said to himself. "I should have stayed in retirement. Right now, I'd probably be sitting in front of a warm fire reading the paper." A switch stand whizzed past him. "I'm almost there," he said half-aloud, his face brightening a little. "If nothing goes wrong I oughta be there in another fifteen minutes. If nothing goes wrong!"

The snow let up for a moment and far ahead he saw the twinkling of a light. "That's my stop." He watched the track ahead for the switch. Lining up the switch for the siding he went in under reduced speed.

Ahead of him loomed the huge gray shape of a tender. Coasting to a stop he jumped off the handcar and walked around the tank to the cab. Pulling himself up, he thrust open the curtains and looked in. "Anybody home?"

Engineer Matthews looked around in surprise. "How in heaven's name did you come out here?"

"I walked," Wally answered sarcastically.

The fireman woke with a start. "What are you doing out here?"

"The engine on the express broke down and you'll have to take its place with your engine."

"You got any orders for me to go on?"

Glancing at the orders, Matthews seemed satisfied and gave the fireman the signal to start building up steam.

Exhaustion finally overtook Wally. Slumping back on the fireman's seat, sleep came.

The next thing he was aware of was someone shaking him. "Hey, wake up," a gruff voice called.

"Huh? Whaddua want? . . . Oh!" Wally shook the grogginess out of his head. "Where are we?"

"We're at Keylord," said the engineer. "You slept all the way."

"I gotta get the DS on the wire," Wally said and climbed down. To his surprise the storm had subsided. In the little station he pushed the surprised operator aside and called the DS.

"Wally, is that you?" the sounder chattered back.

"It sure is, Chief. We made it. The express will get through tonight."

"Take the first train back to Hawk and you can call it a day."

"Roger."

As Wally walked out the door, dawn was coming up and the sky was a lemon yellow.

The express blasted her way through the station and Wally watched her fade into the rising sun, her wailing whistle growing fainter every second.

In a flash the answer to his question came to him. He took this job because the railroad was a part of him, a part Wally knew he could never give up.



Dr. John Studebaker
U. S. Commissioner
of Education



Dr. Howard E. Wilson
Educational Director
Carnegie Endowment
International

International Letter Award



Juan T. Trippe
President
Pan American
World Airways

By **BARBARA FLAHERTY, 17**

Lincoln High School
San Francisco, California
Teacher: Mr. De Martini

FIRST PRIZE

INTERNATIONAL LETTER

Barbara describes life in San Francisco to her Hawaiian pen pal, Bomani

Dear Bomani,

What excitement your letters cause! You should be flattered to know that Mom haunts the mailman waiting for those plump airmail parcels to arrive. My best friend, Rita, thinks you are very nice looking and quite athletic in appearance. (I showed her the last picture you sent.)

Today when I reached home, Mom greeted me with unusual warmth, considering the fact that I hadn't made my bed, and poked your note into my hand. "Open it before I die of curiosity," she cried. "It's awfully heavy this time!"

I teased her for a minute and then tore it open—Mom peering over my shoulder. First of all, your snapshots fell out. Gosh, your workmanship is beautiful! That coffee table is a work of art. I can well understand why you received first prize at the Maui County Fair. Tell me, did you have to buy monkey wood, or does it grow around your home? Did you use any special tools for the torch ginger carving? The other articles show a great deal of skill, too. Mom and I especially admired the laminated table lamp and fruit bowl. (Alas, the only thing I ever made was a chicken coop that fell apart after the first rain!)

I was amazed to know that Maui is so modern. I didn't expect you to live in a canoe and eat raw fish, but to think of shows, fine schools, and even a circus—well, it just floored me! Is there a regular auditorium for the circus or tents? I love the outdoor kind, with the smell of sawdust and red-faced barkers and everything that means CIRCUS.

Yes, I do love Ingrid Bergman. She's tops in everything she plays in—no nat-

ural and fresh. Did you ever see a foreign film with sub-titles in English—I just saw *Torment*, a French film. It

International Letter Writing

Sponsored by Pan American World Airways

FIRST PRIZE: \$25

BARBARA FLAHERTY, 17, Lincoln H. S., San Francisco, Calif. Teacher, Mr. De Martini.

SECOND PRIZE: \$15

MARIE KOCH, 17, Johnstown (Pa.) H. S. Teacher, Miss E. Owen.

THIRD PRIZE: \$10 each (tie)

MILDRED BUTLIEN, 17, Owego (N. Y.) Free Academy. Teacher, Mrs. Sada M. Turner.

JANET SCHALEK, 16, South Hills H. S., Pittsburgh, Pa. Teacher, Alberta Ellis.

JANICE WILLEY, 15, Lyons Twp. H. S., La Grange, Ill. Teacher, Kathryn Keefe.

FOURTH PRIZES: \$5

Brook Stevens, 16, Mackenzie H. S., Detroit, Mich. Teacher, J. Humin.

Elizabeth Hall, 16, Binghamton (N. Y.) North Sr. H. S. Teacher, Elizabeth Stoutenburg.

Joanna Taub, 15, St. Agnes School, Albany, N. Y. Teacher, Margaret Braswell.

HONORABLE MENTION

Winifred Allen, 16, St. Xavier's Academy, Providence, R. I. Teacher, Sister Mary Bernard, R.S.M.

Bob Dickson, 16, Winslow (Ariz.) H. S. Teacher, Estelle Hinson.

Marijane Eastman, East Orange (N. J.) H. S. Teacher, Linda Holloway.

Jacqueline Gates, 17, Provisto Twp. H. S., Maywood, Ill. Teacher, Florence I. Otis.

Marilyn Gates, 17, Provisto Twp. H. S., Maywood, Ill. Teacher, Florence I. Otis.

Ann Keegan, 16, Vincentian Institute, Albany, N. Y. Teacher, Sister Mary Margretta, R.S.M.

Mary Anne Weber, St. Vincent Academy, Newark, N. J. Teacher, Sister Josephine Marie.

was undoubtedly the finest example of acting I've ever seen.

Stan Kenton is definitely super in my opinion. If you want the honest truth in answer to your question, "Do you like Hawaiian music?" I never have liked it very much. I do like the way Bing sings, but there is a big difference between his modern styling and native tunes, yes? In the future I'm going to tune in on some music from the Isles on the short wave set. Maybe I'll get to like it yet.

So you are a camera fiend! These pictures you sent are indicative of your skill. My uncle is a professional and takes wonderful pictures. I'm going to show him a few of yours. He's sure to be interested. Do send me some of the Island, won't you?

You asked me to tell you of San Francisco and my home. That's rather a large order since I'm completely sold on this "City by the Golden Gate," and there are so many fascinating features about it.

I live on a hill overlooking the town. Our white stucco house commands a wonderful view of the ocean, mountains, and the houses below. San Francisco is a marvelous jumble of old-World charm and new-World conveniences. Its restaurants are famous, its history rich and colorful, and its people cosmopolitan and gracious. Its parks are truly lovely and the helter-skelter pattern of its streets makes every walk an adventure, for you never know where the next path may take you.

My favorite part of the city is Fisherman's Wharf where the streets are lined with curious shoppers. There the gourmet may taste any kind of delicious sea food right from the ocean. The shops, I have heard, are operated by Italians who pass their stores on from father to son.

Taking a close second on my popularity list is Chinatown. The dim streets, quaint shops, and exotic night clubs have always intrigued me. I've a passion for Chinese candy, too, so I often spend my dates in Chinatown.

The boys and girls of my own age are of a happy-go-lucky temperament who like to have a good time. They love to dance and generally hate to study. I dislike to study because I'm lazy, but I love to find out things. I certainly do enjoy writing to you, for this reason.

Since the coffee's perking and I must fry the fillet of sole for dinner, I shall bid "Aloha" to my new friend and hope that he is as punctual about writing letters as I am. (That's a joke, son!)

Sincerely yours,
Barbara

P.S. I'm sending you an old snapshot of me skiing, and one of the family at Clear Lake.

Photography Awards

A WOMAN in the rain waving for a taxi—two school children trudging through the snow—a school boy with a humorous mouth—a candid shot of study hall soon after lunch; these are the types of photographs given top prizes by the distinguished judges of 1948 Scholastic Photography Awards.



First prize in the Community Life classification by Ralph Mandus, School of Industrial Arts, N.Y.C.

On May 24 more than 150 photographs the judges chose out of more than 1,200 reaching the finals go on display in the East River Savings Bank windows fronting on Rockefeller Plaza.

The judges were: Captain Edward Steichen, well known for his World War II photography and now Curator of Photography of the Museum of Modern Art; Bruce Lowmes, editor, *Photo Arts Magazine*, and Jess Gorkin, managing editor of *Parade*, the national rotogravure Sunday newspaper magazine.



Carlos Bean, Phoenix (Arizona) Union High School, won first prize in the portrait classification for "The Jester."



Judges Edward Steichen, Bruce Downes and Jess Gorkin study entries as they prepare to select prize winners.

SCHOLARSHIPS

Kenneth M. Bell, Redford H. S., Detroit, Mich. — Fred Archer School of Photography, Los Angeles (2-year); Teacher, Irene C. Parker.
Harold Knittel, Buffalo (N. Y.) Tech. H. S. — Fred Archer School of Photography, Los Angeles (1-year); Teacher, Albert E. Gentsch.
Craig Faulkner, Peabody Demonstration School, Nashville, Tenn. — New York Institute of Photography. Teacher, Christine Slayden Tibbott.

PRIZE WINNERS

(The Lamp Department of General Electric Company, Sponsors Classifications E, H, I, J, K and M)

E—News Photograph

First Prize, \$25: Elmer Friman, 18, Samuel J. Tilden H. S., Brooklyn, N. Y. Teacher, Adele Goldstein. Also Anco Award.
Second Prize, \$15: Harold Knittel, 18, Buffalo (N. Y.) Tech. H. S. Teacher, Albert Gentsch. Also Anco Award.
Third Prize, \$10: Bill Cox, 17, Will Rogers H. S., Tulsa, Okla. Teacher, E. G. Setliff.

F—Photographic Story

First Prize, \$25: Ralph Zuccarello, 17, Senn H. S., Chicago, Ill. Teacher, M. Keefe.
Second Prize, \$15: Donald Waterman, 17, Edwin Denby H. S., Detroit, Mich. Teacher, Margaret Stein.
Third Prize, \$10: Patricia Brock, 19, John H.

Francis Polytechnic H. S., Los Angeles, Calif. Teacher, H. Lee Hansen.

G—School or Camp Activities

First Prize, \$25: Merrill Sutton, 17, Tucson (Ariz.) Sr. H. S. Teacher, Harry A. Goldstein. Also Survey Graphic Award.
Second Prize, \$15: Anthony Gutierrez, 18, Point Loma H. S., San Diego, Calif. Teacher, J. Milford Ellison.
Third Prize, \$10: Rudy Vasquez, 17, Tucson (Ariz.) Sr. H. S. Teacher, Harry A. Goldstein. Also Survey Graphic Award.

H—Sports

First Prize, \$25: Mat Feldman, 17, Cleveland Heights (Ohio) H. S. Teacher, Miss Bulkley.
Second Prize, \$15: Gene Barton, 19, Will Rogers H. S., Tulsa, Okla. Teacher, E. G. Setliff. Also Anco Award and Survey Graphic Award.
Third Prize, \$10: Peter Chrenka, 17, Edwin Denby H. S., Detroit, Mich.

I—Community or Social Life

First Prize, \$25: Ralph Mandus, School of Industrial Art, New York, N. Y. Teacher, Jay A. Lederman.
Second Prize, \$15: Joseph Lamniello, 17, Mechanicville (N. Y.) H. S. Teacher, Mr. Whitbeck.
Third Prize, \$10: Robert Wong, 20, School of Industrial Art, N.Y.C. Teacher, Joseph J. Messina.

J—Portrait of a Person

First Prize, \$25: Carlos Bean, 18, Phoenix (Ariz.) Union H. S. Teacher, Gertrude Mendenhall.
Second Prize, \$15: Jim Best, 18, Manatee (Ill.) County H. S. Teacher, Reva Best.
Third Prize, \$10: Ken Bell, 18, Redford H. S., Detroit, Mich. Teacher, I. C. Parker.

K—Animals

First Prize, \$25: Pete Chrenka, 17, Edwin Denby H. S., Detroit, Mich. Teacher, Miss Stein.
Second Prize, \$15: Gene Row, 18, New Trier H. S., Winnetka, Ill. Teacher, Donald Smith.
Third Prize, \$10: David Porter, 15, Hamilton (Ill.) Community H. S. Teacher, Margaret George.

L—Scenic View

First Prize, \$25: Daniel Luchan, School of Industrial Art, New York, N. Y. Teacher, Joseph J. Messina. Also Survey Graphic Award.
Second Prize, \$15: Fred Rosvold, 16, Fort Hamilton H. S., Brooklyn, N. Y. Teacher, A. C. Dick. Also Anco Award.
Third Prize, \$10: Arthur Bodin, 15, Fieldston School, New York, N. Y. Teacher, Ethel Murphy.

M—Still Life

First Prize, \$25: Edgar A. Cozzens, 19, Waterford (N. Y.) H. S. Teacher, Rosaline Glickman.
Second Prize, \$15: Bob Ellestad, Franklin H. S., Rochester, N. Y. Teacher, Lois Tuttle.
Third Prize, \$10: Jerry Cox, 18, Alexander Hamilton H. S., Los Angeles, Calif. Teacher, Los Vinette. Also Anco Award.

BOY dates GIRL



THE OPPOSITION will be heard! Ever since Jerome Louderback declared war on womankind in our April 19 issue, we've been deluged with letters from readers who insist on having a retaliating shot at the gentleman from Polham. One whole English class in West Virginia (where the students were studying letter writing) were assigned to answer Jerome's letter — for extra credit! We think Jerome, as well as the rest of our readers, should have a chance to hear some of their opinions.

Dear Jerome:

Be a misogynist! Every man to his own choice. But your statement that your status is one of "the sad facts," sounds as if you want to be convinced that it's all a big mistake.

You say you're traveling in the company of distinguished personages — might I add — long dead. We American girls like to be fellow travelers with living leaders — Stassen, MacArthur, Marshall, Eisenhower, Dr. Joshua Liebman, Dr. Joseph Edgar Maddy, Dewey, Chiang Kai-shek, and Professor Albert Einstein — all heads of families.

Respectfully yours
In the name of Undesigning
Womanhood
Ann Sinclair
Immaculate Heart Academy,
Ashland, Pa.

Dear Mr. Louderback:

You state that you have had no personal contact with girls. How, then, could you know that you don't like them? It seems to me that you are making a snap judgment on a topic on which, by your own admission, you are not qualified to offer an opinion.

I have not been dating girls very long, but so far I've enjoyed each date I've had. There are some girls who think they are queens and others who are gold diggers, but I leave them alone. I go for the sweet type, the kind I think you should meet and have a date with. Then, even you might be willing to ad-

by Gay Head

mit that Socrates, in all his wisdom, had missed something.

Joe Mancari
East Bank (W. Va.) H. S.

Dear Mr. Louderback:

Really, I was amazed that you used Beethoven (my favorite composer) as an example of a misogynist. I have recently read his biography and various other articles about him and know that he definitely was not a woman-hater. One of his greatest works, *The Moonlight Sonata*, was an outpouring of his love for a woman. He was in love several times, but was so unlucky as to have had the woman he loved marry someone else.

As another example you used Shakespeare. Weren't some of his most beautiful sonnets written to "the Dark Lady of the sonnets," a woman with whom he was reputedly greatly in love?

Our ideas of a misogynist may differ, but it seems to me that you have misrepresented both Beethoven and Shakespeare.

You also speak of the Frenchmen who have ideas which correspond to yours. Are you quite sure that this applies to the majority of the French? You, no doubt, know that your countrymen have the reputation for being the world's greatest lovers. If this is the case, I imagine they rather enjoy taking the initiative in the matter of pouncing, instead of waiting to be "pounced upon" by girls who wish to lead them into "marital chains."

As for me, I hope to marry and have a family. And I want to marry a man who wants to marry me — not one whom I have to "trap."

Marcia Kidder
East Bank (W. Va.) H. S.

Dear Gay Head:

After reading the letter from that unmitigated cad, Jerome Louderback, I could easily become a confirmed man-hater. The fact that most men are married by the time they reach the age of 25 is their own fault. They are the ones who propose. Personally, I am very grateful to father for proposing to mother. Floating around in the nether spaces would be no fun at all, it seems to me.

It is my opinion that if J. G. Louderback would take his nose out of a dictionary long enough to get acquainted with some members of the opposite sex, he would find them quite charming.

Hoping for the exile of all
woman-haters
Norma Jean Fields
East Bank (W. Va.) H. S.

Dear Mr. Louderback:

I am afraid I must disagree with your girl-hating principle, because I think most boys are to be blamed for getting hooked. To admit the awful truth, I am afraid we like it — a typical "tank-town" weakness, perhaps.

Donald Capps
East Bank (W. Va.) H. S.

Dear Gay Head:

Where are you hiding Jerome? I'm quite smitten and do hope that I'll be able to contact him. It's become my secret ambition to snare a misogynist!

Patricia Vannice
Mount St. Clare College
and Academy
Clinton, Iowa

Dear Gay Head:

Congratulations for the more than satisfactory solution (in "Boy Hates Girl" — Apr. 19) to the problem of "how to get a man."

All this idle, silly chatter about having that alluring "come hither" look is first-class nonsense! Today, a girl's main objective must be to be well-informed. True, it is pleasant to be "lovely to look at," but to hold a boy, there must be something behind those looks. Boys seek companionship in girls. If a girl can carry on a conversation with a boy, she need not resort to fluttering her eyelashes — a poor substitute.

Jeanne Ramundo
Vincentian Institute, Albany, N. Y.

Dear Gay Head:

I agree with Louderback on leaving the "fair" sex alone. Women interfere with a boy's studies and work. They take all of his money, and then turn their backs on him when he is "broke." Women may be the fair sex, but they are also the "unfair" sex.

Willard Dillon
East Bank (W. Va.) H. S.



Scholarship Jury (l. to r.) Royal Bailey Farnum of Hampton, Conn., Edward Warwick of Philadelphia, Frank Young of Chicago.

Scholastic Art Awards

TO HAVE an art piece displayed in the National High School Art Exhibition is a great honor indeed. Out of the 25,000 entries which had survived judging at regional exhibitions to come before the national Scholastic Art Awards juries at Carnegie Institute, Pittsburgh, only 1,237 were selected for the national show!

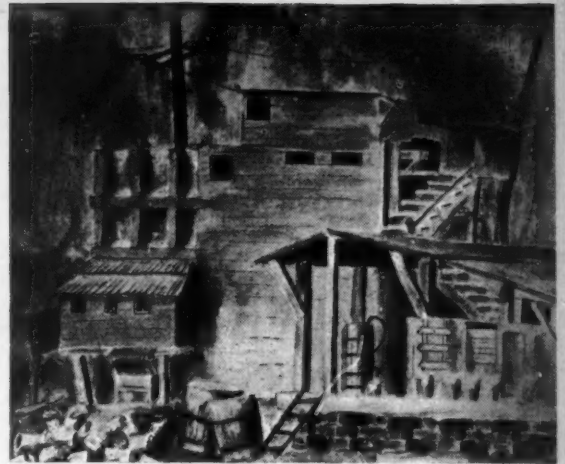
One of the largest tasks faced the scholarship jury (pictured on this page), who had to choose from over 600 portfolios the winners of the 75 scholarships to the nation's leading art schools.

On these pages we can present only a few samples of the prize-winning pieces. Some prize-winning pictures in Group I appear in *Junior Scholastic* magazine.



THIRD PRIZE, \$10, Group I, General Design, Fritz Schumaker, 14, Dennis Jr. H.S., Richmond, Ind. First shown at William H. Block Company Regional.

COLLIER'S AWARD, \$100, Group III, by Angelo Stevens, 17, Lincoln H. S., Cleveland, Ohio. First shown, Halle Bros. Co. Regional.



FIRST PRIZE, \$25, Group II, Pastel, by LeRoy Winter, 16, Queen Anne H. S., Seattle, Wash. (American Crayon Co., Sponsor.) First shown, Frederick & Nelson Regional.



FIRST PRIZE, \$25, Group III, Nabisco Poster, by Charles Mendez, 16, Mastbaum Vocational H. S., Philadelphia. (National Biscuit Co., Sponsor.) First shown, Gimbel Bros.





Pictorial Art Jury in Action: (l. to r.) William A. Smith, Siegfried Weng, Zoltan Sepeshy, Max Weber, Millard Sheets.



INGERSOLL AWARD, \$100, Group II, Water Color, by Roger Springs, 17, Carl Shurz H. S., Chicago, Ill.



THIRD PRIZE, \$10, Group II, Sculpture, by Richard LaFean, 16, Schenley H. S., Pittsburgh, Pa. First shown. Kaufmann Regional.



SECOND PRIZE, \$15, Group III, Colored Ink, by Elaine Havelock, 17, Cass Tech. H. S., Detroit, Mich. (Higgins Ink Co., Sponsor.) First shown, Crowley, Milner Regional.



THIRD PRIZE, \$15, Group II, Oil, by Sueo Miyagawa, 17, McKinley H. S., Honolulu, Territory of Hawaii.



FIRST PRIZE, \$30, Group II, Linoleum Block Print, by George Ancona, 18, Abraham Lincoln H. S., Brooklyn, N. Y. (C. Howard Hunt Pen Co., Sponsor.) Abraham & Straus Regional Exhibition.



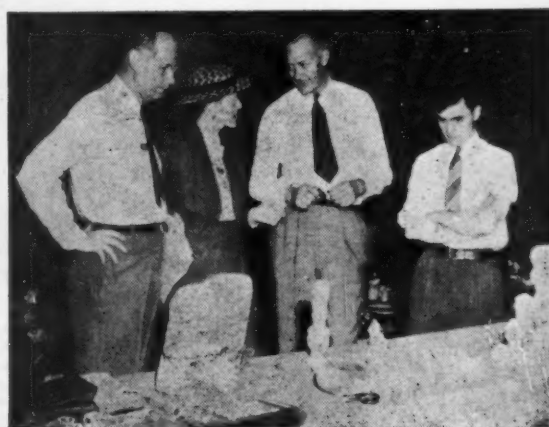
THIRD PRIZE, \$10, Group III, Pencil, by Shirley Klein, 17, Cass Tech. H. S., Detroit, Mich. (American Lead Pencil Co., Sponsor). First shown, Crowley, Milner Regional Exhibition.



THIRD PRIZE, \$10, Group III, Ceramics, by Joseph Lasenyik, 17, E. Tech. H. S., Cleveland, Ohio. First shown, Halle's.



FIRST PRIZE, \$50, Oil Painting, Group III, by Jacqueline Brandford, 16, High School of Music and Art, New York City.



Sculpture Jury Prepares to Pick a Winner. Left to right, Frederic C. Claytor, Helena Zelezna, Viktor Schreckengost, George Mathew Koren.



Advertising Art Jury: (l. to r.) H. E. Sterling of Carnegie Tech; J. T. Ross of Ketchum, MacLeod & Grove, and Albert T. Sneden of Batten, Barton, Durstine & Osborn.



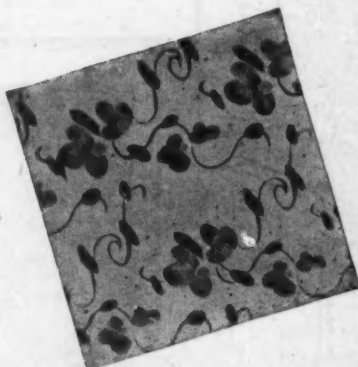
This is part of First Prize in Ceramics, Group II, won by Ruth Cochran (see description at bottom of page, in center).



SECOND PRIZE, \$15, Group II, General Poster, by Roy Stockfish, 18, Lane H. S., Brooklyn. (American Crayon Co., Sponsor.) First shown in Abraham & Straus Regional Exhibition.



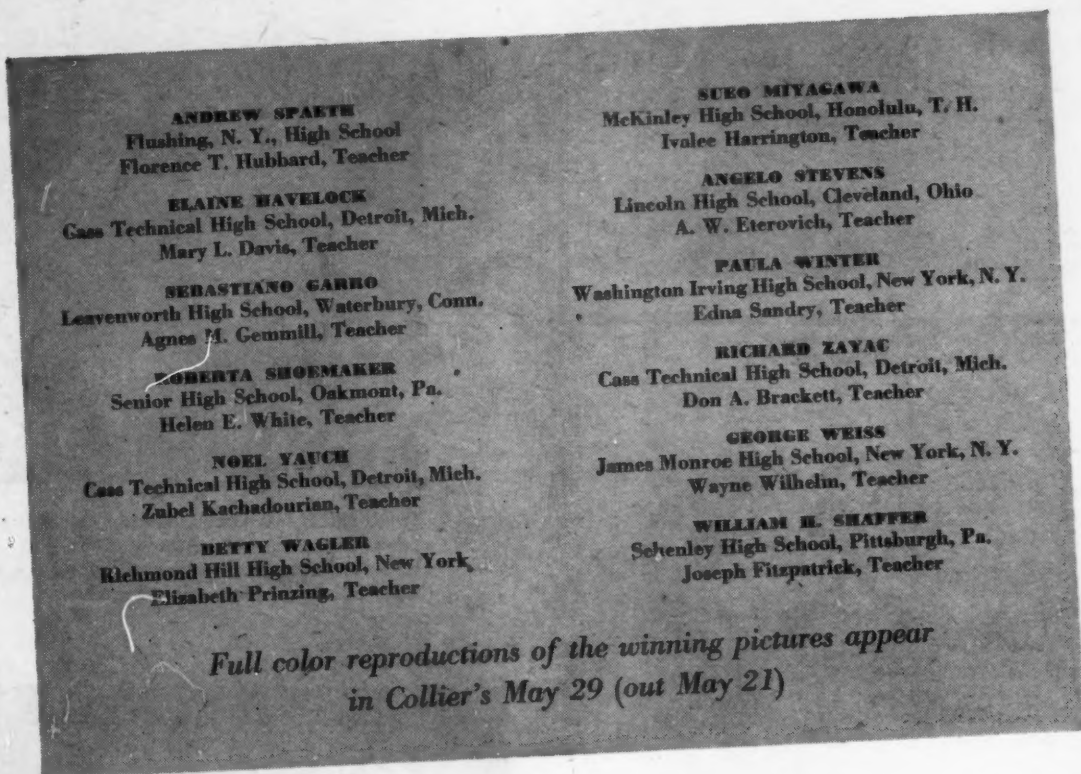
THIRD PRIZE, \$10, Group II, Car Cards, by Andrew Clausen, 18, Lane H. S., Brooklyn. (Planters Nut & Chocolate Co., Sponsor.) First shown in Regional Exhibit at Abraham & Straus.



LEFT: First Prize, \$25, Group II, Ceramics, by Ruth Cochran, 15, West H. S., Cleveland, Ohio. (First shown, Halle Bros. Regional.) ABOVE: Second Prize, \$15, Group III, Fabric Decoration, by Benariene Smith, 17, North H. S., Wichita, Kans. (First shown, Hinkel Regional.) RIGHT: Second Prize, \$15, Group III, Costume Design, by Marcia Edelman, 15, School of Industrial Art, New York City.



Collier's proudly announces the winners of
COLLIER'S 1948 HIGH SCHOOL ART AWARDS

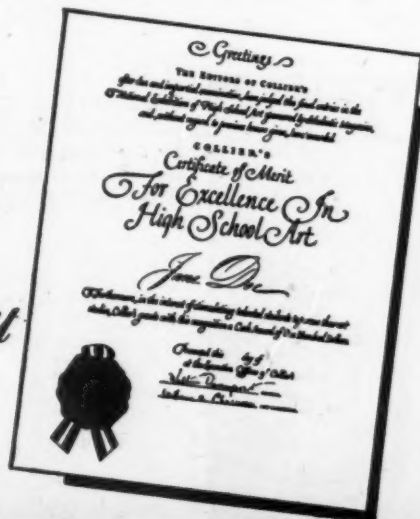


Under the supervision, guidance and encouragement of art teachers and supervisors in the American school systems, high school students are producing work of superior quality and intellectual perception of the American scene.

It is to acquaint the general public more fully of their endeavor and to stimulate further interest among all students and their families that Collier's has established its Annual High School Art Awards.

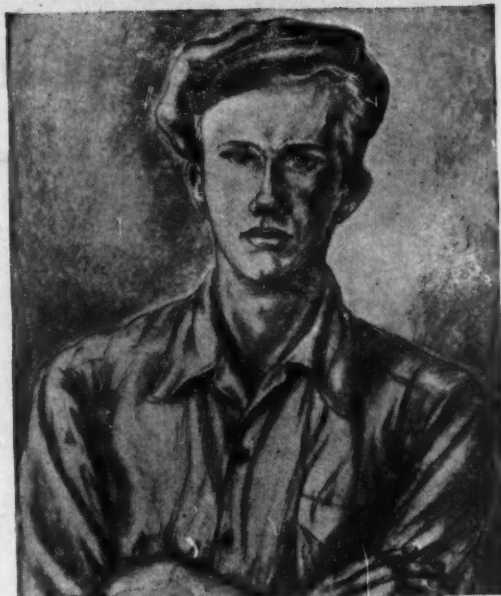
To each winner Collier's presents a check for \$100 and the

Collier's Certificate of Merit





Will it be a winner? The Design Jury studies an entry. Left to right, Gail Berk, George T. Miller, Helen Topp, and Josephine Ellis.



THIRD PRIZE, \$10, Group III, Pastel, by Edna Zaenglein, 18, Arsenal Tech. H. S., Indianapolis. (American Crayon Co., Sponsor.) Block Co. Regional



FIRST PRIZE, \$25, Group III, Handcraft, by Marilyn Kondear, 18, Cass Tech H. S., Detroit, Mich. First shown Crowley, Milner Regional.



SECOND PRIZE, \$20, Gp. III, Linoleum Block Print, by Don Patterson, 17, Tuley H. S., Chicago, Ill. (Hunt Pen Co., Sponsor.)



FIRST PRIZE, \$25, Group III, Costume Design, A, by Rose Carrozza, 17, Straubenmuller Textile High School, New York City.

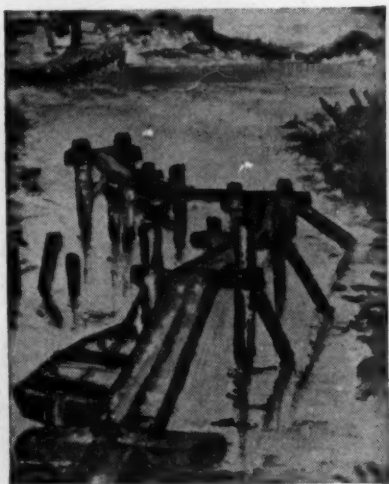


FIRST PRIZE, \$25, Group II, General Design, by Ann Turman, 18, Washington Irving High School, New York City.



Preliminary Jury hails from several points (l. to r.) Helen Capley of Detroit, C. F. Shea of Boston, Ruth Halvorsen of Portland, Ore.

COLLIER'S AWARD, \$100, Oil, by Andrew Spaeth, 18, Flushing (N.Y.) H. S. First shown, Gertz Long Island Regional.



SECOND PRIZE, \$15, Sculpture, Group II, by Bill Pahle, 18, Lincoln High School, San Jose, California.



SECOND PRIZE, \$15, Group II, Pencil, by Jean Shelton, 18, North H. S., Denver, Colo. (American Lead Pencil Co., Sponsor.) First shown, May Co. Regional.

Congratulations

LUCKY *Ingersoll*

★ Cheers to the young artists who won this year's Ingersoll Art Awards. Judging by the calibre of the winning entries, there's probably a future Winslow Homer, George Bellows or Grant Wood among you. The United States Time Corporation, one of the leading American manufacturers of watches and clocks, is indeed happy to add you to its roster of prize-winners. May it prove to be your open door to fame and fortune.

Entries this year were even more spectacular than those of previous contests sponsored by U. S. Time—thrilling proof that this annual art competition encourages the development of potential fine arts painters and commercial artists.

We wish to thank all the contestants who tried for the Ingersoll Art Awards.

These are only four of the winners of this year's Ingersoll Art Awards. These winners and 10 others were awarded prizes of \$100 each. In addition 58 students received honorable mention and awards of \$25 each.

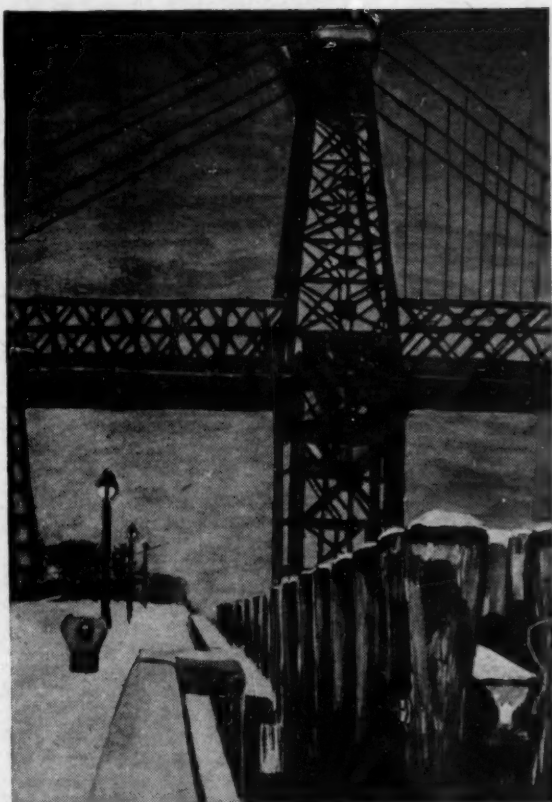


★ RICHARD JOSEPH ANUSZKIEWICZ, age 17, of Erie, Pennsylvania, won one of the \$100 Ingersoll Art Awards with this water color.

He attends Erie Technical High School and has won several other Art Awards—Kaufman Award (Regional) 1947, Ingersoll Award 1947 and the Associated Artists of Pittsburgh Scholarship Portfolio Award (Regional) 1948.

Ingersoll THE MOST FAMOUS NAME IN TIME

to the WINNERS!



★ ANTHONY EPPOLITO, age 17, of New York City, won one of the \$100 Ingersoll Art Awards with a bridge scene in tempera. Anthony is a student at the School of Industrial Art in New York and is specializing in book illustration.



★ RICHARD DEAN KEYES, age 17, of Highland Park, Michigan, won one of the \$100 Ingersoll Art Awards with his crayon drawing of fighting cocks.

Richard is a senior at Highland Park High School where he is active in the French Club. He intends to study commercial art.

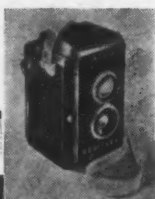
★ ROBERT GREER, age 17, of Peoria, Illinois, won one of the \$100 Ingersoll Art Awards with a tempera painting of a rural scene.

Robert is a student at Woodruff High School and his particular interest is in landscape painting.

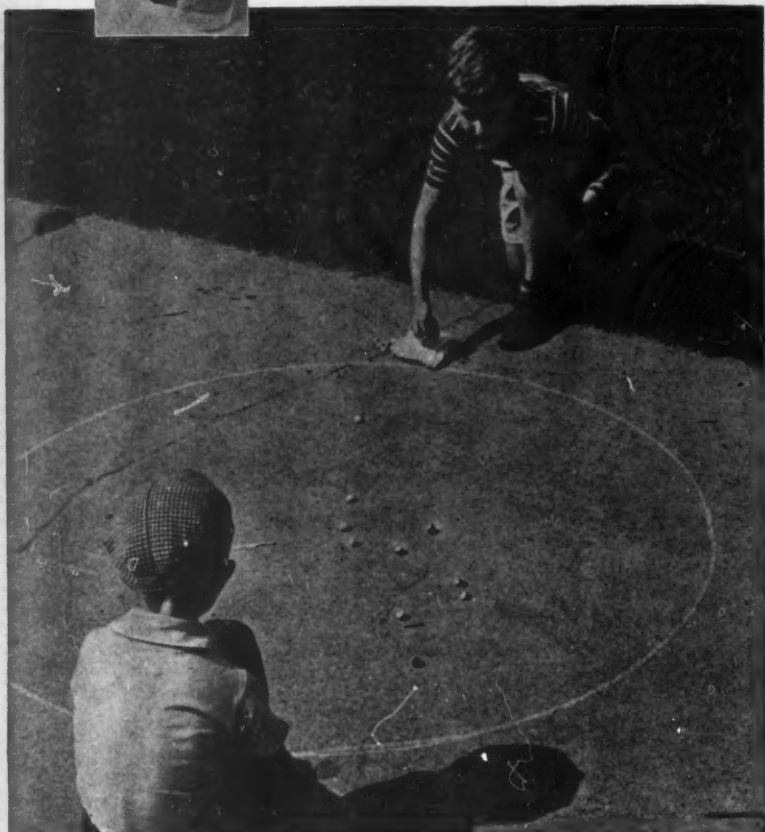


THE UNITED STATES TIME CORPORATION
INTERNATIONAL BUILDING,
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NEW YORK 20, N. Y.

How to take snapshots no matter where the sun is



by Ken Johnson



Ever since I was a kid (and I wouldn't dare tell you how long ago that was) people have been saying:

"When you take a picture, be sure that the sun is directly behind you."

Well, friend, that's just so much nonsense. You don't always have to have the sun behind you. It's fun to take some of your pictures with the light coming in from the side and casting shadows, the way it does in the picture above.

Just be sure, though, that you never let the sun shine directly on your camera's lens, as it will spoil your pictures. Hold your hand or hat at one side to shade the lens.

And if you want a better chance of *actually* getting the picture, load your camera with Ansco Film.

For Ansco Film has a "wide latitude" which makes allowance for minor exposure errors. Try it.



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ART Scholarship Winners

ALABAMA POLYTECHNIC INSTITUTE, Auburn: Christine Malone, Phillips H. S., Birmingham, Ala. Teacher, Belle Comer.

ALBRIGHT ART SCHOOL, Buffalo: Paul M. Hopseger, Erie (Pa.) Tech. H. S. Teacher, Joseph M. Plavcan.

AMERICAN ACADEMY OF ART, Chicago: Frank Emrick, Manual Training H. S., Peoria, Ill. Teacher Anna Belle Taylor.

ART CAREER SCHOOL, New York: George K. Terasaki, Hyde Park H. S., Chicago, Ill. Teacher, Mrs. Jean D. Nichols.

ART CENTER ASSOCIATION SCHOOL, Louisville: Bennet R. Norrbo, Beaverton (Ore.) Union H. S. Teacher, Gertrude Schoeler.

ART SCHOOL OF SOCIETY OF ARTS AND CRAFTS, Detroit: Renee Kaupiz, Cass Tech. H. S., Detroit, Mich. Teacher, Mrs. Bernadine Sether.

ART STUDENTS LEAGUE OF NEW YORK: Noel Yauch, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis.

BRADLEY UNIVERSITY, COLLEGE OF FINE ARTS: Marilynn I. Bowman, Des Moines (Iowa) Tech. School. Teacher, Marie Brewer.

BURNLEY SCHOOL OF ART AND DESIGN, Seattle: 2 scholarships: Jon E. Crandall, Franklin H. S., Seattle, Wash. Teacher, Charlotte Bisazza; Marvin Herard, Auburn (Wash.) Sr. H. S. Teacher, Mrs. Ester Dunn.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS, Oakland: June Pyne, Stockton (Calif.) H. S. Teacher, Blanche P. McDaniel.

CARNEGIE INSTITUTE OF TECHNOLOGY, Pittsburgh: 2 scholarships: Herbert R. Nubel, Garden City (N. Y.) H. S. Teacher, Milton C. Weiler; William H. Shaffer, Schenley H. S., Pittsburgh, Pa. Teacher, Joseph C. Fitzpatrick.

CHICAGO ACADEMY OF FINE ARTS: Christine Kantor, Tuley H. S., Chicago, Ill. Teacher, Samuel Greenburg.

CLEVELAND SCHOOL OF ART: 2 scholarships: Richard J. Anuszkiewicz and Casimir T. Maciulewicz, both of Erie (Pa.) Tech. H. S. Teacher, Joseph M. Plavcan.

CINCINNATI ART ACADEMY: John J. Stanley, Alliance (Ohio) H. S. Teacher, Elsie Sanders.

COLORADO SPRINGS FINE ARTS CENTER: Don Carrick, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis.

COLORADO STATE COLLEGE OF EDUCATION, Greeley: Clyde R. Daily, Wichita (Kan.) H. S. North. Teacher, Margie Goodwin.

COLUMBUS ART SCHOOL (Ohio): Charles C. Gehm, Alliance (Ohio) H. S. Teacher, Elsie Sanders.

CORCORAN SCHOOL OF ART, Washing-

WITH PLAYERS WHO "KNOW"

Wilson

IS TOP CHOICE

ton, D. C.: Morton Smith, Cleveland Heights (Ohio) H. S. Teacher, C. J. Bachtel.

FORT WAYNE SCHOOL OF ART: Nelson R. Pollak, South Side H. S., Fort Wayne, Ind. Teacher, Blanche Hutto.

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville: Alan A. Munro, Wichita (Kan.) H. S. North. Teacher, Margie Goodwin.

ILLINOIS WESLEYAN UNIVERSITY, Bloomington: Evans Bevier, New Trier Twp. H. S., Winnetka, Ill. Teacher, Frank Holland.

INSTITUTE OF DESIGN IN CHICAGO: George Boodnazian, H. S. of Music and Art, New York, N. Y. Teacher, Lee R. Rosen.

JACKSON-VON LADAU SCHOOL OF FASHION, Boston: Anita Kevan, East H. S., Denver, Colo. Teacher, Miss Hero Lucile Conesdy.

JAMESINE FRANKLIN SCHOOL OF PROFESSIONAL ARTS, New York: Jerome Friedman, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend.

JOHN HERRON ART INSTITUTE, Indianapolis: 2 scholarships: James Kreuter, Central H. S., Sheboygan, Wis. Teacher, Wilfred Veenendaal; Richard Zayac, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis.

JON GNAGY SCHOOL OF PAINTING, New Hope, Pa.: Jacqueline Brandford, H. S. of Music and Art, New York, N. Y. Teacher, Herman A. Bloomstein.

KANSAS CITY ART INSTITUTE: Bernice Polacek, Tech. H. S., Omaha, Neb. Teacher, Anna Myers.

LAYTON SCHOOL OF ART, Milwaukee: Fred Weinman, Des Moines (Iowa) Tech. School. Teacher, Marie Brewer.

MARY HARDIN-BAYLOR COLLEGE, Belton, Texas: Peninah Schulzinger, Walnut Hills H. S., Cincinnati, Ohio. Teacher, Edward Dauterich.

MARYLAND INSTITUTE, Baltimore: James A. Guckert, Oliver H. S., Pittsburgh, Pa. Teacher, Edith Reilly.

MCDOWELL DESIGNING AND DRESSMAKING SCHOOL, New York: Bernita Hargis, Polytechnic H. S., Fort Worth, Texas. Teacher, Mrs. Hillis S. Wise.

MEINZINGER ART SCHOOL, Detroit: Vincent A. Mariani, East Tech. H. S., Cleveland, Ohio.

MEMPHIS ACADEMY: Helen Goodzeit, Columbia H. S., Maplewood, N. J. Teacher, Violet B. Demarest.

MINNEAPOLIS SCHOOL OF ART: William Cigal, School of Industrial Art, New York, N. Y. Teacher, Ben Clements.

MODERN SCHOOL OF FASHION AND DESIGN, Boston: Kathlyn M. Curley, Jamaica Plain (Mass.) H. S. Teacher, Mary P. Barry.

MOORE INSTITUTE OF ART, Philadelphia: Margery Jean Gordon, State College (Pa.) H. S. Teacher, Edward L. Mattil.

NEW YORK-PHOENIX SCHOOL OF DESIGN, New York: Ray Goodbred, Andrew Jackson H. S., St. Albans, L. I., N. Y. Teacher, Jacob A. Ornstein.

NEW YORK SCHOOL OF INTERIOR DECORATION: Joe Glerum, Miami (Fla.) Sr. H. S. Teacher, Helen Spach.

PARSONS SCHOOL OF DESIGN, New York: Elaine Havelock, Cass Tech. H. S., De-

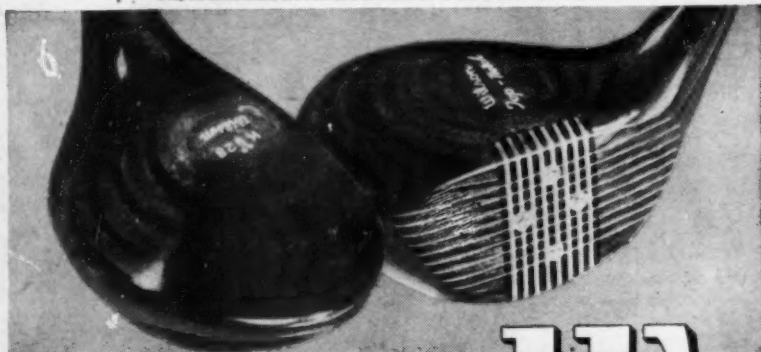


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troit, Mich. Teacher, Mary L. Davis.

PENNSYLVANIA ACADEMY OF FINE ARTS, Philadelphia: Emmy Lou Bailey, Lower Merion Sr. H. S., Ardmore, Pa. Teacher, William C. Bohmermann.

PHILADELPHIA MUSEUM SCHOOL OF INDUSTRIAL ART: Seymour LeVine, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis.

PORTLAND MUSEUM ART SCHOOL, Oregon: Arnold Schumacher, Washington H. S., Portland, Ore. Teacher, Mrs. Constance T. Carter.

PRATT INSTITUTE, Brooklyn: 2 scholarships: Tom Courtos, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend; Ronald Wing, Norwich (Conn.) Free Academy. Teacher, Margaret L. Triplett.

RICHMOND PROFESSIONAL INSTITUTE: Carrie Chamberlain, Greensboro (N. C.) Sr. H. S. Teacher, Mrs. Grace Faver.

RHODE ISLAND SCHOOL OF DESIGN, Providence: Charles Chope, Cass Tech. H. S., Detroit, Mich. Teacher, Mrs. Bernadine Sether.

RINGLING SCHOOL OF ART, Sarasota, Fla.: Bettye Roberts, Sarasota (Fla.) H. S. Teacher, Margaret C. Clement.

ROCHESTER INSTITUTE OF TECHNOLOGY: Roland J. Ketchum, North Sr. H. S., Binghamton, N. Y. Teacher, Mrs. Virginia D. Whaley.

ST. LOUIS SCHOOL OF FINE ARTS, Wash-

ington University: Jean M. Alexander, Northeast Sr. H. S., Kansas City, Mo. Teacher, Mabel A. Newitt.

SAN ANTONIO ART INSTITUTE: Joanne E. Hawk, Central Sr. H. S., Kansas City, Mo. Teacher, Mrs. U. L. Riley.

SCHOOL OF THE ART INSTITUTE OF CHICAGO: 3 scholarships: Richard Bogart, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis; Barbara V. Tanner, Arthur Hill H. S., Saginaw, Mich. Teacher, Virginia C. Harper; Jim Zeiler, Tuley H. S., Chicago, Ill. Teacher, Samuel Greenburg.

SCHOOL OF FINE AND APPLIED ART, Portland, Me.: Roger D. Moore, Cazenovia (N. Y.) Central School. Teacher, Merrill A. Bailey.

SCHOOL OF THE MUSEUM OF FINE ARTS, Boston: Esther Cohen, Dorchester (Mass.) H. S. for Girls. Teacher, Alva B. Glidden.

SYRACUSE UNIVERSITY SCHOOL OF ART: 2 scholarships: Margaret Ponce, H. S. of Music and Art, New York, N. Y.; Alan M. Wallie, Taylor Allderdice H. S., Pittsburgh, Pa. Teacher, Wesley A. Mills.

TRAPHAGEN SCHOOL OF FASHION, New York: Janis Barngrover, Des Moines (Iowa) Tech. School. Teacher, Marie Brewer.

TYLER SCHOOL OF FINE ART, Temple University, Philadelphia: Merle J. Edelman, West Tech. H. S., Cleveland, Ohio. Teacher, C. E. Vacek.

UNIVERSITY OF ALABAMA: Barbara Goodwin, Ensley H. S., Birmingham, Ala. Teacher, Caroline Dick.

UNIVERSITY OF DENVER SCHOOL OF ART: Ruth E. Gardner, Cheyenne (Wyo.) Sr. H. S. Teacher, Joy Kreuger.

UNIVERSITY OF GEORGIA, Athens: Betty Dickey, Northeast Sr. H. S., Kansas City, Mo. Teacher, Mabel A. Newitt.

UNIVERSITY OF MIAMI, Coral Gables: Alberta J. Davis, John Marshall H. S., Rochester, N. Y. Teacher, Florence W. Yorke.

UNIVERSITY OF NEW MEXICO, Albuquerque: William Firschein, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend.

UNIVERSITY OF NORTH CAROLINA, Woman's College, Greensboro: Lois J. Brown, Jeremiah E. Burke H. S., Dorchester, Mass. Headmaster, Ellen G. Wiseman. Marilyn Zirkel, Cleveland H. S., St. Louis, Mo. Teacher, Bernard E. Peters.

UNIVERSITY OF OKLAHOMA SCHOOL OF ART, Norman: Patricia Heydrick, Classen H. S., Oklahoma City, Okla. Teacher, Mary Lamb Lewis.

UNIVERSITY OF WICHITA SCHOOL OF FINE AND APPLIED ART: Emalou Watkins, Salina (Kan.) H. S. Teacher, Lillian Cooke.

VESPER GEORGE SCHOOL OF ART, Boston: David Brisson, Haverhill (Mass.) H. S. Teacher, Margaret Depping.

BUSY PEOPLE PAUSE FOR REFRESHMENT

Ask for it either way... both
trade-marks mean the same thing.

5¢

21st National High School Art Exhibition

THE exhibition of award-winning works, climax of Scholastic Art Awards, is held at the Galleries of the Department of Fine Arts, Carnegie Institute, Pittsburgh, Pa., May 9—May 30. Group II includes students in grades 10, 11, and 12 attending academic, classical, or general high schools who have less than 10 hours of art instruction per week. Students in Group III are those in grades 10, 11, and 12 who attend vocational, trade, technical, or special classes and have 10 or more hours of art instruction weekly. Group I includes all students in grades 7, 8, and 9, regardless of what type school they attend or how much art instruction they receive. Group I winners are listed in this week's *Junior Scholastic*, (May 24 issue.)

All students who won Honorable Mentions and Places in the National High School Art Exhibition are being notified directly through certificates sent to their principals, and will have their names published in the Catalogue of the Art and Photography Exhibitions.

INGERSOLL AWARDS

(The United States Time Corporation—sponsor. An award of \$100 to each student listed below.)

Richard Anuszkiewicz, 17, Erie (Pa.) Tech.
H. S. Teacher, Joseph Michael Plavcan.
Howard Ellsworth, 16, Erie (Pa.) Tech. H. S.
Teacher, Joseph Michael Plavcan.
Anthony Eppolito, 17, School of Industrial Art,
New York, N. Y. Teacher, Stanley Rose.
Robert Greer, Woodruff H. S., Peoria, Ill.
Teacher, Mrs. Dee J. Eichhorn.
Carol Gustafson, 17, Shorewood (Wisc.) H. S.
Teacher, Elise Johann.
Robert Harrison, 16, Lane Tech. H. S., Chi-
cago, Ill. Teacher, Robert M. Bell.
Mary Haug, 18, New Trier H. S., Winnetka,
Ill. Teacher, Frank Holland.
Richard Keyes, 17, Highland Park (Mich.)
H. S. Teacher, Miss Cyril Aronson.
Gracie Moland, 18, Bakersfield (Cal.) H. S.
Teacher, Mrs. Ruth H. Emerson.
Roger Sprigings, 17, Carl Schurz H. S., Chi-
cago, Ill. Teacher, Mrs. Ann Gale.
Robert Zacharias, 16, Harper H. S., Chicago,
Ill. Teacher, Mrs. Edna Madsen.

The George H. Clapp Award. An award of \$50 for the best portrayal of school life in the classroom, on the athletic field, or in extracurricular activities.

Charles Gehm, 18, Alliance (Ohio) H. S.
Teacher, Elsie Sanders.

Martin AIR MEMO

Facts on the Air Age

by The Glenn L. Martin Company, Baltimore 3, Maryland



SHHHHHH! Quiet reigns in the cabin of the Martin 2-0-2. Thanks to Martin sound-conditioning, the cabin registers only 70 decibels . . . 10 less than specified by customer airlines. How quiet is 70 decibels? Well, the average office is 50 decibels, conversation is 60, an auto passing is 70. Thus the 2-0-2 cabin noise is only a little above that of ordinary normal speech. It's just another of the many features which build customer satisfaction . . . and business for airlines equipping with the 2-0-2.



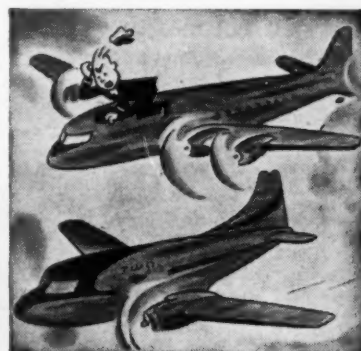
Marvinal Molds! Typical of the plastic products that may be made from versatile Marvinal resins are raincoats, handbags and shoes . . . plus toys, fabrics, other products in store windows. Now in production, a new Martin plant is turning out the first of millions of pounds of Marvinal for manufacturers of finished plastics products.

Airlines Cut Defense Costs! Do the airlines reduce the costs of national defense? Listen to one of our top military men: "I estimate there should be available, to support any possible military requirement, something in the neighborhood of 4500 transport airplanes. The cost of such a military service would be prohibitive. Obviously this reserve must be provided by the civil airlines of this nation."

Russia's Airways have expanded nearly 5 times in 15 years and are still growing. However, it is estimated that Soviet commercial planes carried only 307,000 passengers in 1946 as compared to the 13,144,836 passengers carried by U. S. domestic airliners. The new Russian twin-engine airliner, IL-12, carries only 27 passengers as compared to the 2-0-2's 36 to 40, yet is considerably slower.



White-Coated Warriors! Among the many military research projects being carried on by Martin chemists, physicists, mathematicians and engineers are: advanced jet propulsion, guided missiles, electronics, supersonic flight, radically new types of aircraft. Martin works closely with the Military Services to help keep America first in the air!



It's Superplane! Some months ago, when Martin 2-0-2's were not such common sights as they are today, the pilot of a 4-engine airliner was taking off from LaGuardia Field in New York. As a 2-0-2 zipped past him, he sputtered into his radio: "What kind of ship is that, anyway? I've never seen a twin-engine job pass one with four engines in level flight, let alone on a take-off climb!"



"Coasting" Uphill! The huge Neptune rockets, being built by Martin for the Navy, will run out of fuel in 75 seconds, at which time they will have reached a height of 38 miles. So great will their momentum be, however, that they will "coast" straight up for another 197 miles to reach a height of 235 miles . . . more than twice the height reached by any V-2 . . . higher than any man-made object ever to leave the earth.

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The Martin B. Leisser Memorial Award. An award of \$30 to the student whose work shows the keenest observation of his environment, customs, and manners.

Ellicott Hewes, 16, Masters School, Dobbs Ferry, N. Y. Teacher, Mrs. Rosamond Verdery.

The National Conference of Christians and Jews Award. An award of \$50 to the student whose work best expresses the theme of religious goodwill.

Merle Edelman, 18, West Tech. Sr. H. S., Cleveland, Ohio. Teacher, Carl E. Vacek.

1-OILS

GROUP II

First Prize \$50: Earl Richard Shropshire, 18, Jefferson Davis Sr. H. S., Houston, Tex. Teacher, Genevieve Filton.

Second Prize, \$25: Gerald Major, Jr., 16, Scranton (Pa.) Tech. H. S. Teacher, Blanche Thomas.
Third Prize, \$15: Sueso Miyagawa, 17, McKinley H. S., Honolulu, Hawaii. Teacher, Ivaloe Harrington.

GROUP III

First Prize, \$50: Jacqueline Brandford, 16, H. S. of Music and Art, New York, N. Y. Teacher, Herman Bloomstein.

Second Prize, \$25: Richard Anuszkiewicz, 17, Erie (Pa.) Tech. H. S. Teacher, Joseph M. Flavian.

Third Prize, \$15: Edwin J. Brown, 14, H. S. of Music and Art, New York, N. Y. Teacher, Anna Seipp.

2-WATER COLOR AND TEMPERA

(The American Crayon Company sponsors Classification 2)

GROUP II

First Prize, \$25: Carol Cushman, 16, Dana Hall School, Wellesley, Mass. Teacher, Ruth Chaney.

Second Prize, \$15: Mabel Williams, 16, Du Sable H. S., Chicago, Ill. Teacher, Mrs. Ethel M. Nolan.

Third Prize, \$10: Jerry Helmrich, 18, Lincoln H. S., Tacoma, Wash. Teacher, Avalon Wojahn.

GROUP III

First Prize, \$25: Elaine Bearman, 17, Prospect Heights H. S., Brooklyn, N. Y. Teacher, Mrs. Beatrice Wunnenberg.

Second Prize, \$15: Casimir Maculewicz, 17, Erie (Pa.) Tech. H. S. Teacher, Joseph M. Flavian.

Third Prize, \$10: Mario Prisco, 16, H. S. of Music and Art, New York, N. Y. Teacher, Herman Bloomstein.

3-CRAYON, CHARCOAL, CHALK, AND PASTELS

(The American Crayon Company sponsors Classification 3)

GROUP II

First Prize, \$25: LeRoy Winter, 16, Queen Anne H. S., Seattle, Wash. Also Strathmore Supplementary Award.

Second Prize, \$15: Pauline Ethel Jones, 18, Shorewood (Wisc.) H. S. Teacher, Miss Elise Johann.

Third Prize, \$10: Joan Sullivan, 15, Tyler (Tex.) H. S. Teacher, Marjorie DeBord.

GROUP III

First Prize, \$25: David Gordon, 17, H. S. of Music and Art, New York, N. Y. Teacher, Mrs. Lee Rosen.

Second Prize, \$15: Dolores Bosonetto, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Mrs. Mary Cherry.

Third Prize, \$10: Edna Zaenglein, 18, Arsenal Tech. School, Indianapolis, Ind. Teacher, Sara Baird.

4-DRAWING INK, BLACK

(Higgins Ink Company sponsors Classification 4)

GROUP II

First Prize, \$25: June Davis, 16, Springfield (Vt.) H. S. Teacher, William Gentes.

Second Prize, \$15: Gloria Daso, 18, James Ford Rhodes H. S., Cleveland, Ohio. Teacher, Martha Kenyon.

Third Prize, \$10: John Loughlin, 16, High School of Commerce, Worcester, Mass. Teacher, Lincoln Levinson.

GROUP III

First Prize, \$25: Ardy Kazarosian, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis. Also Strathmore and Hunt Supplementary Awards.

Second Prize, \$15: Donald McGarvey, 18, West Tech. H. S., Cleveland, Ohio. Teacher, Paul V. Ulen. Also Hunt Supplementary Award.

Third Prize, \$10: Elaine Havelock, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis. Also Strathmore and Hunt Award.

5-DRAWING INKS, COLORED

(Higgins Ink Company sponsors Classification 5)

GROUP II

First Prize, \$25: Nancy Clark, 17, Roosevelt

H. S., Des Moines, Iowa. Teacher, Julia A. Kueher.

Second Prize, \$15: Tom Courtos, 18, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend.

Third Prize, \$10: Deborah E. Sussman, 16, Midwood H. S., Brooklyn, N. Y. Teacher, Maxwell Mandell.

GROUP III

First Prize, \$25: Regina Kassel, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis. Also Hunt Award.

Second Prize, \$15: Elaine Havelock, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis. Also Strathmore and Hunt Award.

Third Prize, \$10: Don Carrick, 18, Cass Tech. H. S., Detroit, Mich. Teacher, Mrs. Edith Obel.

6A-"GAG" CARTOON

(Higgins Ink Company sponsors Classification 6A)

First Prize, \$25: John Updike, 15, Shillington (Pa.) H. S. Teacher, Carlton F. Boyer. Also Hunt Award.

Second Prize, \$15: Bruce Benson, 15, Phoenix (Ariz.) Union H. S. Teacher, Mrs. Cordelia M. Perkins. Also Strathmore Award.

Third Prize, \$10: Ronald Wing, 18, Norwich (Conn.) Free Academy. Teacher, Margaret L. Triplett. Also Strathmore Award.

6B-"MESSAGE" CARTOON

(Higgins Ink Company sponsors Classification 6B)

First Prize, \$25: David Royce, 16, Monroe H. S., Rochester, N. Y. Teacher, Kathryn Zobel.

Second Prize, \$15: Mel Silverman, 17, North H. S., Denver, Colo. Teacher, Mrs. Jeanette Fields. Also Hunt Award.

Third Prize, \$10: Don Kracke, 16, Whittier (Cal.) Union H. S. Teacher, Evelyn Johnson.

6C-CARTOON STRIP

(Higgins Ink Company sponsors Classification 6C)

First Prize, \$25: Ronald Stachowiak, 16, Cass Tech. H. S., Detroit, Mich. Teacher, Mary L. Davis. Also Strathmore and Hunt Award.

Second Prize, \$15: Marvin Kuhlman, 17, Roosevelt H. S., Chicago, Ill. Teacher, Minnie M. Stroscher.

Third Prize, \$10: Dick Tweedy, 18, Wichita (Kan.) H. S. East. Teacher, Evelyn DeGraw.

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7-PENCIL DRAWING

(American Lead Pencil Company
sponsors Classification 7)

GROUP II

First Prize, \$25: Ronald Walsh, 16, John Hay H. S., Cleveland, Ohio. Teacher, Mrs. Helen L. Chudoba.

Second Prize, \$15: Jean Shelton, 18, North H. S., Denver, Colo. Teacher, Mrs. Jeanette Fields.

Third Prize, \$10: Frank Taylor, 16, Central H. S., Syracuse, N. Y. Teacher, Jane S. Haven.

GROUP III

First Prize, \$25: Angelo Stevens, 17, Lincoln H. S., Cleveland, Ohio. Teacher, A. W. Eterovich. Also Strathmore Award.

Second Prize, \$15: Lois Kempainen, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Donald A. Brackett. Also Strathmore Award.

Third Prize, \$10: Shirley Klein, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Donald A. Brackett.

8-LINOLEUM BLOCK PRINTING

(C. Howard Hunt Pen Company
sponsors Classification 8)

GROUP II

First Prize, \$30: George Ancona, 18, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend.

Second Prize, \$20: John Speraneo, 16, Rittenour H. S., Overland, Mo. Teacher, Elizabeth Botts.

Third Prize, \$10: Nadine Fehrenbach, 17, McKinley H. S., Canton, Ohio. Teacher, Miss Key E. Wenrick.

GROUP III

First Prize, \$30: Elysha Davis, 15, H. S. of Music and Art, New York, N. Y. Teacher, Gertrude S. Pierdt.

Second Prize, \$20: Don Patterson, 17, Tuley H. S., Chicago, Ill. Teacher, Samuel Greenburg.

Third Prize, \$10: Frank Crowder, 18, East Tech. H. S., Cleveland, Ohio. Teacher, Bernard C. Specht.

9-PRINTS**GROUP II**

First Prize, \$25: Herman Hassinger, 18, School Art League, Philadelphia, Pa. Teacher, Mrs. Elsie H. Irwin.

Second Prize, \$15: Helen Janes, 18, Manhattan (Kan.) H. S. Teacher, Jessie L. Dobson.

Third Prize, \$10: Robert Buchiere, 17, New Britain (Conn.) Sr. H. S.

GROUP III

First Prize, \$25: Mark Burgess, 18, Cass Tech. H. S., Detroit, Mich. Teacher, Dorothy Skewis.

Second Prize, \$15: Richard Bogart, 18, Cass Tech. H. S., Detroit, Mich. Teacher, Dorothy Skewis.

Third Prize, \$10: Marion Gregory, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Dorothy Skewis.

10-GENERAL DESIGN**GROUP II**

First Prize, \$25: Ann Turman, 15, Washington Irving H. S., New York, N. Y. Teacher, Lucille Craig.

Second Prize, \$15: Doris Edelsberg, 18, Glenville H. S., Cleveland, Ohio. Teacher, Mary K. Mosgo.

Third Prize, \$10: Ann Meulendyke, 18, Sodus (N. Y.) Central H. S. Teacher, Russell A. Raethka.

GROUP III

First Prize, \$25: Donna Kiel, 16, Benjamin Franklin H. S., Rochester, N. Y. Teacher, Marian B. Tuthill.

Second Prize, \$15: Joan Smith, 16, Benjamin Franklin H. S., Rochester, N. Y. Teacher, Marian B. Tuthill.

Third Prize, \$10: Mary Rita McGill, 17, Norwich (Conn.) Free Academy. Teacher, Mrs. Blanche W. Browning.

Congratulations to the WINNERS

and their teachers in the
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Radio Drama Adaptation: First Prize, \$25, to June Livingston, High School of Music and Art, New York, N. Y. One box of Audioclips and six Audiopoints to Edward Stasheff, teacher. Second Prize, \$15, to Enid F. Karetnik, Weequahic H. S. Annex, New Jersey. Teacher, Marie E. O'Connor. Third Prize, \$10, to Leonard Reiser, Boys H. S., Brooklyn. Teacher, Helen Benson.

Original Radio Dramas: First Prize, \$25, to Sandra Wright, Union-Endicott H. S., Endicott, N. Y. One box of Audioclips and six Audiopoints to Mrs. Edna Finch, teacher. Second Prize, \$15, to Jo Anne Kelley, De Vilbiss H. S., Toledo, Ohio. Teacher, Olive McHugh. Third Prize, \$10, to Robert Morgan, Summit, (N. J.) H. S. Teacher, Ida Herrmann.

Non-Drama Scripts: First Prize, \$25, to Marcia Lebedinsky, The Lear School, Miami Beach, Fla. One box of Audioclips and six Audiopoints to Adele Hyrkin, teacher. Second Prize, \$15, to Edward George Tarkinson, Brockton, Mass. H. S. Teacher, Ruth T. Cosgrove. Third Prize, \$10, to Jean Mahony, Rahway (N. J.) H. S. Teacher, Anne M. O'Donnell.

Names of Fourth Prize winners and those receiving honorable mention will be found elsewhere in this issue.

AUDIO DEVICES will publish a collection of these scripts and have them available at the beginning of the school year in September.

Look for the Announcement

AUDIO DEVICES, INC.
444 MADISON AVE., NEW YORK 22, N. Y.

11—COSTUME DESIGN—A

GROUP II

First Prize, \$25: Mary Giannangeli, 17, Fordson H. S., Dearborn, Mich. Teacher, Mildred Lyman.

Second Prize, \$10: Jean Ranker, 16, Acalanes Union H. S., Lafayette, Calif. Teacher, Vera M. Richardson. Also Strathmore Award.

Third Prize, \$5: Elinor Reno, 17, Jennings Sr. H. S., St. Louis, Mo. Teacher, Barbara Johnson.

GROUP III

First Prize, \$25: Rose Carrozza, 17, Straubemuller Textile H. S., New York, N. Y. Teacher, Mrs. Florence Connery.

Second Prize, \$10: Marcia Edelman, 15, School of Industrial Art, New York, N. Y. Teacher, Olga Petroff.

Third Prize, \$5: Margaret Natale, 16, Straubemuller Textile H. S., New York, N. Y. Teacher, Jane F. Beecher.

COSTUME DESIGN—B

GROUP II

First Prize, \$25: Virginia Mills, 17, North Phoenix H. S., Phoenix, Ariz. Teacher, Frances Kapanke.

Second Prize, \$10: Mary Giannulli, 17, North Hollywood (Calif.) Sr. H. S. Teacher, Lillian F. Stridborg.

Third Prize, \$5: Claire Reynaud, 15, Orange (N. J.) H. S. Teacher, Virginia Eriksen.

GROUP III

First Prize, \$25: Dolores Drwal, 18, Cass Tech. H. S., Detroit, Mich. Teacher, Bernadine Sether.

Second Prize, \$10: Patsy Nordby 17, Cass Tech. H. S., Detroit, Mich. Teacher, Bernadine Sether.

Third Prize, \$5: Nancy Scheerschmidt, 19, Cass Tech. H. S. Detroit, Mich. Teacher, Bernadine Sether.

12—LETTERING

(C. Howard Hunt Pen Company sponsors Classification 12)

GROUP II

First Prize, \$25: Joyce Gulleason, 17, Thomas Carr Howe H. S., Indianapolis, Ind. Teacher, Mrs. Loreen DeWaard.

Second Prize, \$15: James Wines, 15, Towson H. S., Baltimore, Md. Teacher, Jean C. Miller. Also Strathmore Award.

Third Prize, \$10: Viviane N. Manuel, 15, Bay-side (N. Y.) H. S. Teacher, Mrs. Anna C. Butler.

GROUP III

First Prize, \$25: Ronald Stachowiak, 16, Cass Tech. H. S., Detroit, Mich. Teacher, Dorothy Skewis.

Second Prize, \$15: Fred Weinman, 17, Technical H. S., Des Moines, Ia. Teacher, Elmer C. Betz.

Third Prize, \$10: Charles Hughes, 17, Boys Tech. H. S., Milwaukee, Wis. Teacher, Raymond E. Cote.

13—POSTERS AND ADVERTISING ART

A—General Posters

(The American Crayon Company sponsors Classification 13-A)

GROUP II

First Prize, \$25: Joyce M. Riegle, 16, Clarence (N. Y.) Central H. S. Teacher, Janice Smith.

Second Prize, \$15: Roy Stockfish, 18, Franklin K. Lane H. S., Brooklyn, N. Y. Teacher, Jacob Fabricant.

Third Prize, \$10: Robin Reed, 16, Oak Park (Ill.) Township H. S. Teacher, Arthur Pels.

GROUP III

First Prize, \$25: Thomas A. Nantka, 17, Buffalo (N. Y.) Tech. H. S. Teacher, Albert E. Gentsch.

Second Prize, \$15: Bruce Johnson, 18, Connelley Voc. H. S., Pittsburgh, Pa. Teacher, R. S. Kennedy.

Third Prize, \$10: Louis Calmer, 17, West Tech. H. S., Cleveland, Ohio. Teacher, Paul V. Ulen.

B—CAR CARDS

(Planters Nut and Chocolate Company sponsors Classification 13B)

GROUP II

First Prize, \$25: James Fulton, 17, Western Hills H. S., Cincinnati, Ohio. Teacher, William Marshall.

Second Prize, \$15: Albert Steinberg, 17, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend.

Third Prize, \$10: Andrew Clausen, 18, Franklin K. Lane H. S., Brooklyn, N. Y. Teacher, Jacob Fabricant.

GROUP III

First Prize, \$25: Arthur R. Jochum, Jr., 18, Hower Voc. H. S., Akron, Ohio. Teacher, Mrs. Abbie D. Nelson.

Second Prize, \$15: Al Kocub, 17, West Tech. H. S., Cleveland, Ohio. Teacher, Paul V. Ulen.

Third Prize, \$10: Robert G. Cline, 17, Hower Vocational H. S., Akron, Ohio. Teacher, Mrs. Abbie D. Nelson.

C—NABISCO POSTER

(The National Biscuit Company sponsors Classification 13C)

GROUP II

First Prize, \$25: Robert Munson, 17, A. B. Davis H. S., Mount Vernon, N. Y. Teacher, Robert E. Dodds.

Second Prize, \$15: Rudolph Bennett, 17, Washington Center H. S., Columbia City, Ind. Teacher, Herbert Stoll.

Third Prize, \$10: Gloria Brown, 16, Carl Schurz H. S., Chicago, Ill. Teacher, Mrs. Ann Gale.

GROUP III

First Prize, \$25: Charles Mendez, 16, Mastbaum H. S., Philadelphia, Pa. Teacher, Mrs. Mildred Landis.

Second Prize, \$15: Stuart Martin, 18, East Tech. H. S., Cleveland, Ohio. Teacher, Bernard G. Specht.

Third Prize, \$10: Edward H. Shepherd, Jr., 18, M. Dobbins Voc. H. S., Philadelphia, Pa. Teacher, Stephen W. Wilcox.

D—BILLBOARD POSTER

(Nehi Corporation sponsors Classification 13D)

GROUP II

First Prize, \$25: Nick Courtos, 18, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend.

Second Prize, \$15: Meyer Fecher, Abraham Lincoln H. S., Brooklyn, N. Y. Teacher, Leon Friend.

Third Prize, \$10: Donald Larsen, 17, A. B. Davis H. S., Mount Vernon, N. Y. Teacher, Robert Dodds.

GROUP III

First Prize, \$25: Walter Harmon, 18, East Tech. H. S., Cleveland, Ohio. Teacher, Howard Reid.

Second Prize, \$15: Roland Jelaric, 17, East Tech. H. S., Cleveland, Ohio. Teacher, Howard Reid.

Third Prize, \$10: Michael Serpiello, 18, Mastbaum Voc. H. S., Philadelphia, Pa. Teacher, Mrs. Mildred Landis.

14—SCULPTURE

GROUP II

First Prize, \$25: David J. Hochstein, 16, Midwood H. S., Brooklyn, N. Y. Teacher, Meyer Barkin.

Second Prize, \$15: Bill Fahle, 18, Lincoln H. S., San Jose, Cal. Teacher, Violet Lammie.

Third Prize, \$10: Richard C. La Fean, 16, Schenley H. S., Pittsburgh, Pa. Teacher, J. C. Fitzpatrick.

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GROUP III

First Prize, \$25: Frances Christoph, Washington Irving H. S., New York, N. Y. Teacher, Charles Salerno.

Second Prize, \$15: Harold Sclar, 18, School of Industrial Art, New York, N. Y. Teacher, Albino Cavallito.

Third Prize, \$10: Ruth Spalding, 17, School of Industrial Art, New York, N. Y. Teacher, Albino Cavallito.

15—CERAMICS AND CERAMIC SCULPTURE

GROUP II

First Prize, \$25: Ruth Cochran, 15, West H. S., Cleveland, Ohio. Teacher, Leroy Schrauf.

Second Prize, \$15: Marvin Eicher, 18, West H. S., Denver, Colo. Teacher, Don Allen.

Third Prize, \$10: Virginia Kimbrell, 16, Washington H. S., Los Angeles, Calif. Teacher, Teresa Werminghaus.

GROUP III

First Prize, \$25: Fred Mannarino, School of Industrial Art, New York, N. Y. Teacher, Miss Rosenblatt.

Second Prize, \$15: Frank Fredelizio, 17, San Rafael (Calif.) H. S. Teacher, Edward Day.

Third Prize, \$10: Joseph Lasenyik, 17, East Tech. H. S., Cleveland, Ohio. Teacher, B. C. Specht.

16—FABRIC DECORATION

(The American Crayon Company sponsors Classification 16)

GROUP II

First Prize, \$25: Vincent G. Criswell, 16, Sacred Heart H. S., Pittsburgh, Pa. Teacher, Mrs. Mildred Schmertz.

Second Prize, \$15: Madeline VinCola, 16, Franklin H. S., Rochester, N. Y. Teacher, Lois C. Tuttle.

Third Prize, \$10: Floretta C. Crawford, 19, East H. S., Des Moines, Iowa. Teacher, Mrs. Roena G. Clement.

GROUP III

First Prize, \$25: Carl Strobe, 17, Cass Tech. H. S., Detroit, Mich. Teacher, Dorothy Skewis.

Second Prize, \$15: Benariene Smith, 17, North H. S., Wichita, Kan. Teacher, Margie Goodwin.

Third Prize, \$10: Robert Yosenchack, 19, West Tech. H. S., Cleveland, Ohio. Teacher, Paul V. Ulan.

17—HANDCRAFT

GROUP II

First Prize, \$25: Robert Schwenkert, 17, Madison (Wisc.) West H. S. Teacher, Miss E. Baumann.

Second Prize, \$15: Charles Harvey, 17, South Hills H. S., Pittsburgh, Pa. Teacher, Agnes Bitaker.

Third Prize, \$10: John Saccamano, 18, Peabody H. S., Pittsburgh, Pa. Teacher, Edgar J. Trapp.

GROUP III

First Prize, \$25: Marilyn Keadar, 18, Cass Tech. H. S., Detroit, Mich. Teacher, Greta Pack.

Second Prize, \$15: Elizabeth Siman, 18, Jane Addams Voc. H. S., Cleveland, Ohio. Teacher, Frances Hawkswell.

Third Prize, \$10: Celeste Roseman, 18, Cass Tech. H. S., Detroit, Mich. Teacher, Greta Pack.

WEAVING

First Prize, \$25: Natalie Simas, 18, San Rafael (Calif.) H. S. Teacher, Mrs. Louise Lewis.

Second Prize, \$15: Peggy Pike, 14, J. L. Long H. S., Dallas, Tex. Teacher, Miss Merle Fincher.

Third Prize, \$10: Anne Enoch, 15, J. L. Long H. S., Dallas, Tex. Teacher, Miss Merle Fincher.

Fit-to Be Tied

A patient young shoe salesman had gone to considerable trouble to satisfy the whims of an attractive female customer. He continued to smile pleasantly as she slipped her feet into one pair of shoes after another. For the umpteenth time she arose and paraded back and forth, surveying one foot, then the other.

"They fit perfectly!" she admitted at long last.

The young man beamed, congratulating himself on a job well done. But his

joy was short-lived, for the customer asked brightly, "Haven't you a smaller size that fits as well?"

Joe. Keller. Tom Breneman's Magazine

Riddle

He: "Do you know the difference between a street car and a taxi?"

She: "No."

He: "Then we'll take a street car."

The Mountaineer-Montclair (N. J.) H. A.

Spring Thought

In the spring a young man's fancy—but a young woman's fancier.

Canadian High News

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_____	4. LONG, LONG AGO <i>by Alexander Woolcott</i>	_____	33. TUTT AND MR. TUTT <i>by Arthur Train</i>
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_____	8. DAVID HARUM <i>by Edward Noyes Westcott</i>	_____	37. THIS IS THE NAVY <i>edited by Gilbert Cant</i>
_____	9. COLD JOURNEY <i>by Grace Zaring Stone (Ethel Vance)</i>	_____	38. MAMA'S BANK ACCOUNT <i>by Kathryn Forbes</i>
_____	10. CAPTAIN FROM CONNECTICUT <i>by C. S. Forester</i>	_____	39. TREASURE ISLAND <i>by Robert Louis Stevenson</i>
_____	11. GENGHIS KHAN <i>by Harold Lamb</i>	_____	40. MY GREATEST DAY IN BASEBALL <i>by Babe Ruth and others</i>
_____	12. SCARAMOUCHE <i>by Rafael Sabatini</i>	_____	41. THE PEARL <i>by John Steinbeck</i>
_____	13. LAST OF THE PLAINSMEN <i>by Zane Grey</i>	_____	42. A TREASURY OF FOLK SONGS <i>by John and Sylvia Kolb</i>
_____	14. SHORT HISTORY of the ARMY and NAVY <i>by Fletcher Pratt</i>	_____	43. OUR HEARTS WERE YOUNG & GAY <i>by Cornelia Otis Skinner and Emily Kimbrough</i>
_____	15. GREEN MANSIONS <i>by W. H. Hudson</i>	_____	44. GUADALCANAL DIARY <i>by Richard Tregaskis</i>
_____	16. LIFE ON THE MISSISSIPPI <i>by Mark Twain</i>	_____	45. STRIKEOUT STORY <i>by Bob Feller</i>
_____	17. CAPTAINS COURAGEOUS <i>by Rudyard Kipling</i>	_____	46. HOME RANCH <i>by Will James</i>
_____	18. WIND, SAND AND STARS <i>by Antoine de Saint-Exupery</i>	_____	47. IWO JIMA <i>by Five Official Marine Combat Writers</i>
_____	19. OIL FOR THE LAMPS OF CHINA <i>by Alice Tisdale Hobart</i>	_____	48. GREAT STORIES FROM THE SATUR- DAY EVENING POST <i>edited by Ben Hibbs</i>
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Humor Awards

Seventeen

I am a teen-ager:

That's the way we put it,

Casually, without any pretense, without any defense,

In those four nauseating words.

We speak them softly, so no one can hear.

We roll them on the tongue and hurriedly expectorate, getting the raw, biting feel of them, the bitter flavor.

We speak them hurriedly, thickly, regretfully:

I am a teen-ager.

They're more than words, really.

They're the very essence of the lives of a vast multitude of persecuted thirteen- to eighteen-year olds.

They're a password to perdition; speak those four words anywhere in the world — yes, anywhere — and find yourself subject to every form of torture known to mankind.

They're a curse. A curse completely inescapable that comes to every child on the day they receive a document which says: "Happy Birthday, thirteen-year old!" What bitter irony.

A two-faced curse that seems at first a blessing, only to turn on helpless you and make life miserable for what seems interminable centuries.

Those words are at the root of a great host of torments.

Listen, and you can hear the voices echoing through them, words brought about by our own confused state of mind, accentuated by the sadistic inquisitioners who wield a pitiless whip over us:

"Of course, you can't have the car. Do you think I'm crazy? . . . We'll have a test on the first eighteen chapters tomorrow. . . . How am I gonna get a date for the Prom! . . . Tardy, again, eh — five hours of hard labor scrubbing the shower room walls."

Scornful words, hateful words, words cold and bleak as a Minnesota April breeze:

"You've got a whole closetfull of clothes — just make your old ones do. . . . Game or no game, you'll still have to stay home and take care of Tommy tonight. . . . But, Mary, when I said I liked the new look, I didn't mean it was because I thought you were bowlegged. . . . To qualify for membership, you must not drink, smoke, swear, neck or inhale more than three or four times a day. . . . Honestly, Mr. Willey — I didn't break that window — I didn't, I didn't, I didn't!"

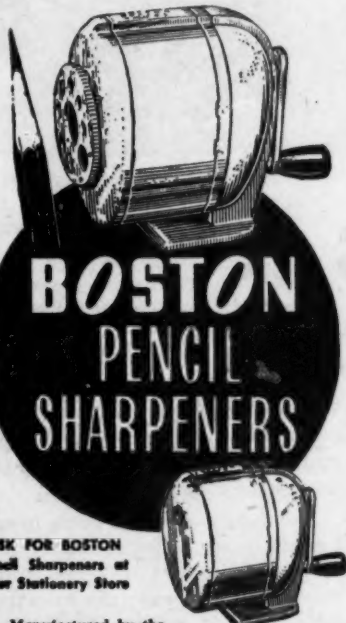
You can hear us in Student Council summoned, and hear the advisors' squelching of our unselfish request for a swimming pool — not for ourselves, you understand, but for those who come after us.

You can hear us demanding special senior privileges for which we suffered through the Hades of our freshman, sophomore and junior years, and hear the principal intoning the brief text of our new

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MY LITTLE FINGER IN THE
PENCIL SHARPENER-YOU
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Bill of Rights — that we weren't to have any.

You can hear the tearful pleas of the gaunt and weary kids in the cafeteria line, begging those ahead of them to move just a little faster so they would be able to see the steaming food before they collapse in their final death throes.

You can hear those whispering words in study-halls, ice-cream parlors and theaters; hear them in the skittering clack of skate runners as they let you down, and none too gently; hear them in the sw-i-ish of a deflating tire as it collapses eight miles from the nearest habitation; hear them everywhere you see us — in the candy stores and onion fields and the beaches and record shops.

But they aren't words any longer; they're a way of life, a pattern of living.

They're the dawn that routs us from our beds to sit trancelike in class until 10:00, when we show the first signs of coming awake.

They're the 12:30 bell, with the chance to gulp a bowl of tepid chili or a soggy sandwich, if you can do it in the half hour allowed.

They're evening, with a ten-mile-long "Trig" assignment, when you're in the mood for a movie, or the "Lone Ranger," or the newspaper, or maybe "Esquire."

They're a pattern of living as lived by a band of indentured slaves, a servitude that ends only with the arrival of our twentieth birthday.

They're awful words, those four simple words.

You could write them on your thumbnail, though they're probably branded on your back, for identification.

You could sing them to the dismal tune of some funeral dirge.

But you needn't. You needn't do any of these things,

For those words are graven in the hearts of every teen-ager in America.

That hateful phrase is familiar to every one of us,

Every ghastly sound and syllable.

But when we speak them, we speak them fearfully, haltingly, apologetically:

I am a teen-ager.

FOURTH PRIZE

Nancy Ann Sullivan

Albert Lea (Minn.) H. S.

Edna Gerchen, Teacher

HAPPY VACATION!

This is our last issue for the school year 1947-48. For those of you who will be in school next fall the first issue of the new school year will reach you the first week of school. For the rest, who will be going on to college or the new job, we are proud to have had you among our readers, and wish you all the luck in the world. And to all alike we say: 'Happy Vacation'!

For this Summer—

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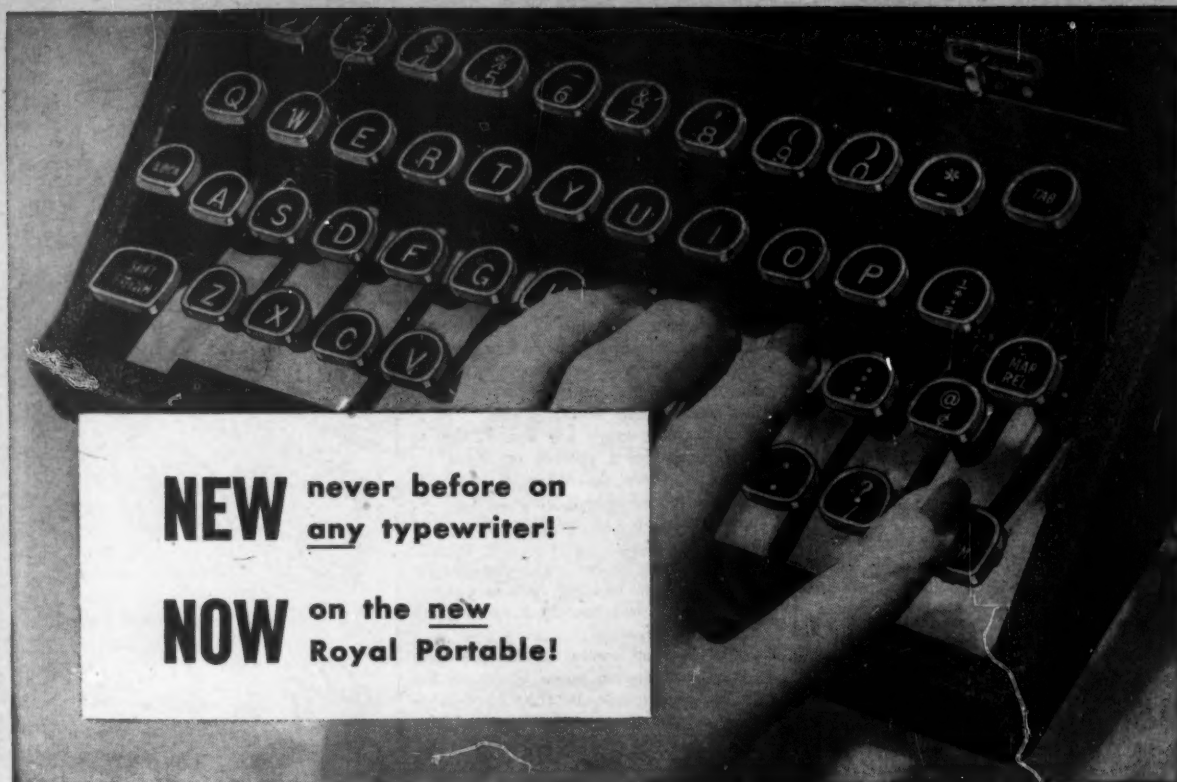
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Practical English

MAY 24, 1948

Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

Dear Teacher:

With this issue, *Practical English* completes its second year of publication. For those of us on the editorial staff, the school year now ending has been particularly rewarding because of the interest and enthusiasm shown by both our student and teacher readers. The suggestions and criticism you have given us, through letters and last fall's questionnaire, have been of inestimable value to us in planning and adjusting the editorial content of the magazine to fit the needs of the English classroom of today.

With your continuing interest and helpful guidance, we believe that the magazine will improve with each semester's publication. Already we are making plans for the first fall issues, based on the suggestions you have given us. Below is a brief list of the major classroom features for the first three issues:

Major Articles: First, a classroom discussion of *leadership* (the qualities of leadership, how to choose a leader, duties of class and club officers), to be followed by an article on classroom organization and an article on parliamentary procedure.

The "How to -" Series: The first unit in this series to be on the use of the library with an introductory "tour of the library," to be followed by two articles on "How to Use the Dictionary" - succeeding articles on the use of reference books, Readers' Guide, etc.

Letter Perfect: Business letter salutations and closings in the first issue, the organization and set-up of a business letter in the second; to be followed by "Letter Perfect" contest winners and announcement of new contest.

Reading Series: A full page in each issue combining a discussion of reading techniques with quizzes on material in the issue.

Critical Judgment Series: The first unit to be on magazines, the second on books.

We are eager to have your criticism of this proposed plan which will be discussed with the members of our National Advisory Board within the next few weeks. If you have suggestions for its improvement (or suggestions of any specific material you'd like included in the magazine during the first semester), we hope you will take time to write us. Also, if you are planning to be in New York City this summer, we hope you will give us the pleasure of meeting you. (*Practical English* is listed in the Manhattan Telephone Directory.)

Cordially yours,

THE EDITORS

Look Where You're Going (p. 5)

See also "In the Good Old Summer-time" on page 15 in this issue.

A GUIDE FOR A LESSON PLAN

Aim

To give students the *do's* and *don'ts* of traveling.

Motivation

Suppose you've accepted an invitation from a Canadian friend to visit her home in Canada for two weeks this summer. You're traveling alone. Would you know how to plan such a trip? What would you do first?

Student Activities

1. Give a class demonstration on how to pack a suitcase. Show how to fold suits and dresses, etc.

2. Give a series of demonstrations (showing the wrong way and then explaining the right way) covering these situations:

a. Giving directions to a taxi driver. (How about the person who orders the driver to take him to a hotel and then discovers it's in the same block as the depot where he boards the cab?)

b. Telling a person to meet you in the depot. (Pretend it's a large depot like those in cities.)

c. The person holds up the bus because he takes so long to eat.

d. The person who leaves personal belongings on a seat in a depot and wanders off to buy a paper. (Danger of robbery.)

3. Organize a forum discussion on the subject of hitchhiking. (Give the points for and against the practice.)

4. Secure train schedules and road maps and have students explain how to read them.

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Vocabulary: Watch Your Words, F 2-5.

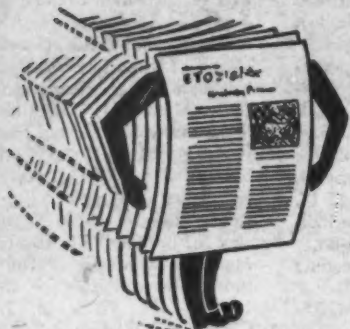
Vocations (William Favel, Editor): Careers Ahead — Accountants, Ma 3-15; Army Navy Air Force, Ma 10-36; Careers Ahead (classroom program), A 26-5; Career With a Camera, Mr. 15-20; Farming, F 2-25; Nurse, A 26-15; Operation Operative (factory and machine workers), Ma 17-15; Workers, Mr 1-28; F 16-17; Writer, F 9-26.

W

Ware, Harlan: Token of Esteem (story), A 26-13.

Writing: By Popular Request (student writing), Mr. 15-14; How I Teach Writing (Wanda Orton), F 2-8T; So You Want to Be a Writer! (Favel), F 9-26; Way to Write, F 2-28T. Words: see also Shop Talk. Coming Attraction! (words as tools of salesmanship), A 5-5; Watch Your Words, F 2-5.

LAST ISSUE OF THE SEMESTER!



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Teaching Aids

(Continued from page 1-T)

5. Write a letter inviting a friend to spend a week with you this summer. Write a thank-you note for a pleasant week-end at a friend's home. (See "Letter Perfect" for May 17 and May 24 issues, p. 10.)

6. Write a letter recounting your experiences on a trip. (See "Letter Perfect," p. 10.)

7. Write a telegram to a friend telling when you'll arrive in her city. (See "Letter Perfect" for March 15.)

8. Interview a Travelers' Aid worker and report on the services that this agency gives travelers.

Dear Jane (p. 9)

Joe writes carbon copy letters to his three correspondents.

Student Activities

1. Interview local employers to discover what employee rating systems are used. If possible secure copies to study in class.

2. Report on how the study of foreign languages can help young people secure jobs today. (Point out that many ERP jobs — under the Marshall Plan — require the knowledge of at least one foreign language.)

The Good Old Summertime (p. 15)

Aim

To suggest to students a balanced program for summer work, community service, hobbies, reading, sports, and social activities.

Student Activities

1. Appoint a committee to present to the class a skit showing the Starrs and the Boyds as horrible examples. (Dale's "worn out" from work; Stella's bored with life; Violet's a "bookworm," etc.) Then explain that they "got that way" from overdoing one thing which, in itself, would be good if it were part of a balanced program.

2. Report on good books to read in the summer. One student tells about sports stories; another discusses hobby books; another, biographies, etc.

3. Report on community service jobs suitable and interesting to high school students.

4. Report on good summer hobbies (photography, puppetry, carpentry, cooking, sketching, music, dramatics, gardening, etc.).

5. Report on where to find summer jobs (on farms, in factories, offices, and stores. Many students also create their own jobs — running nurseries, baby-sitting, delivery service, etc.).

6. Report on what students can do to give their parents "a break" in the summer. (Help with the canning, housecleaning, laundry, painting, carpentry, lawn cutting, shopping, etc.)

7. Report on summer sports and where and how to enjoy them (softball, tennis, swimming, hiking, etc.). Discuss proper safety precautions — rules for swimming; playing in the streets, etc.

8. Report on possible "trips" at home. (Places in the community — interesting factories, art galleries, museums, model farms, experiment stations; places which can be reached by hiking or by bicycling; overnight or longer-period camping trips, etc.)

9. Write a paper on the topic. "My Plan for This Summer." Analyze yourself and not the weaknesses or blank spots in your personality, knowledge, physical make-up which you plan to overcome; tell what you plan to do about it.

Answers to "Practice Makes Perfect" (p. 11)

Watch Your Language! I. 1-I, Ph.; 2-I, D.C.; 3-C; 4-I, Ph.; 5-I, D.C.; 6-C; 7-C; 8-I, Ph.; 9-I, Ph.; 10-I, D.C.; 11-I, Ph.; 12-I, Ph.; 13-I, Ph.; 14-I, Ph.; 15-C.

II. 1-have taken, 2-have known, 3-have seen, 4-have been shaken, 5-had drawn, 6-had sprung, 7-rang, 8-lay, 9-burst, 10-swung, 11-shrank, 12-froze, 13-began, 14-were broken, 15-have drunk.

Are You Spellbound? Test I. 1-supersede, 2-proceed, 3-height, 4-embarrassed, 5-familiar, 6-laboratory, 7-C, 8-traffic, 9-parallel, 10-o'clock, sincerely. Test II. 1-coarse, 2-beat, 3-formerly, 4-dialect, 5-healthy, 6-ingenuous, 7-desert, 8-route, 9-counsel, 10-proceed. Test III. 1-aisle, 2-bail, 3-bass, 4-sell, 5-deer, 6-fair, 7-heal, 8-scent, 9-cent, 10-stationery.

Super-Duper Demons: affidavit, hieoroglyphics, prophecy, esophagus, catarrh, broccoli, fricassee, cinnamon, gherkin, hydrangeas.

Words to the Wise: I. 1-a, 2-c, 3-c, 4-b, 5-a, 6-c, 7-b, 8-c, 9-a, 10-b, 11-c, 12-b, 13-b, 14-c, 15-b. II. 1-c, 2-b, 3-d, 4-a, 5-d.

Answers to "Test Your Reading Skill" (p. 8)

What's the Idea? 1-T. 2-F. He meant that he had no immediate orders for that train. 3-F. Hawk was the station at which Wally was an operator. 4-F. Wally wasn't particularly eager to go out in the storm, but he realized that it was his responsibility. 5-F. Wally hoped that by returning to his old job, he could revive the memories of his youth. 6-F. Wally distrusted the telephone because it was useless during the emergency. 7-T. 8-F. His first thought was to report to the dispatcher.

Words, Words, Words: 1-telegraph operator. 2-large locomotive. 3-quit the job. 4-locomotive fireman. 5-go home for the day. 6-brag.

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